

BEHAVIORAL DISORDER AMONG ADOLESCENT STUDENTS
A CASE STUDY OF FRONTIER CHILDREN ACADEMY
PESHAWAR



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To my Baba

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Chapter No 1

INTRODUCTION

1. The Topic

The Present case study was conducted to investigate the 'Behavioral disorder among Adolescent Students of Frontiers Children Academy in Peshawar.

1.1 Statement of the problem

Adolescence, a period of transition from childhood to adulthood, a journey towards the maturity, is an era of stress and storms which can mark a significant change in the future life of an individual. The problems and tensions of growth and progress are manifested in this age. Twelve to sixteen years, the early adolescence, is the crucial formative period in the life of an individual.

Adolescence can be defined as holding period, in which education, Maturation and waiting are the major tasks to be faced (Adams, p-3, 1973)

The word adolescence comes from a Latin word '*Adolescere*' which means '*to grow to maturity*'. Adolescents are neither small children nor mature adults, but a display of uncontrolled body and mind is constant in their personality. At this age the physical features of the body start to develop, so along with the physical changes, there also lays the emotional and intellectual conflict, which further results in the initiation of fear, anger and rebellion. The anger and rebellion have a short life as they end up in tears. Where as

fear can become a part of the personality. So the Adolescent is the period of growth between childhood and youth.

The child, as is born develops a link with the mother who further leads towards the relation with the other family members and peers. The other primary things which influence the child during maturation are the economic status, family values, siblings and family roles. As the child climbs up the rungs of his age ladder, it comes across the institutions at community level which includes economic resources, values, informal networks, behavioral norms, schools and other institutions. Through all this a child adopts a particular culture and becomes a part of the society. Where a child has to follow certain laws, behavioral norms as set by the society. A child, who is now an adult, acquires some sort of ethnic identity and political organizations, which determines his values and attitudes in the society.

The adolescent age, i.e. twelve to sixteen becomes vital in the formation of the personality of the child because at this age, child initiates his association and communication at the community level. The child has to move towards the contexts, other than primary kins and intimate dealings.

Adolescents are full of enthusiasm, i.e. neglecting everything else and sought after the things with full concentration. The physical interaction among the children of this age, also contribute to the overall behavior of individual adolescent. Researches have shown that physical behavior of the children is a product of both hereditary makeup and the environment of the individual. The former reason is hard to detect or cure and is left for the medical sciences, but from anthropological lens the remedy can be found in the later one. This episode of life is marked with rapid progress and long sustaining effects.

School is important entity in the life of the adolescent students because it can play a crucial role in the formation of the personality. With the passage of time the society have grown more complex and the obligations of the school have increased to contribute in the formation of social, educational and other forms of the personality. Schools play a pivotal role in the development of the personality and the students get affected through the surroundings of the school.

The stage for a child's life is set in home, but for almost all children the play is acted out in school for the crucial formative period of there lives: the years between ages 5 or 6 and 16, usually even older. (Mc-Candless p-426-1986)

The behavior of the student as is modified due to the social and economic circumstances faced by the student at home. A student whose relations with peers, family life and economic conditions are not normal than the students show disordered behavior. For example

"There was a boy who wanted to sit in the rear of the class. His confusion in school was quiet typical but extreme. He never did his homework and rarely paid attention. I knew he was having trouble with his schoolwork But I never found out until two weeks after I should have, that he was reading on a fourth grade level while in the eighth grade, and that his brother was in jail and that his parents were in serious difficulty". (Martin, p-180-1982)

Behavior is a related to the outcome of ones expressions and past experiences. Behavior is something manifested in the gestures and speech. In short the behavior is the overall presentation of the personality. The behavior of the adolescent is the first and the most

important pit stop in the journey of discovering adolescence. All the cultures have their own well-defined behaviors and these behaviors are influenced by social and cultural facts and in each culture if the behavior comes fit to the cultural norms and values than the behavior is considered normal. Ruth Benedict first studied the role of cultural norms and standards in the evaluation of the behavior. Cultural standards are applied to judge the behavior according to the standards of that culture. The behavior of the individual does not fit well according to the set standards of that culture than the behavior is considered as problem behavior. As defined by diagnostic and statistical manual.

Repetitive and persistent pattern of conduct, in which either the basic right of the other or major age appropriate societal norms or rules are violated.
(DSM IV, p-85-2005)

This can be revealed that behavior problems are related with the social and economic factors. The disordered behavior is the behavior that is simply socially un-acceptable. American psychiatric association relates it with the violation of others rights.

'Disorder as a clinically significant behavioral or psychological pattern that occurs in an individual and that is associated with distress or impairment in important areas of functioning or with increased risk of death, pain, disability or with important of freedom (American Psychiatric association, 2005).

The behavior that deviates from certain set standards of the society is considered disordered. Thus it implies that social and economic background of the family affects the behavior of the individual. Thus Behavioral disturbance might be seen as harmful to the individuals that people can manage in the face of adverse life circumstances. Social

circumstances and standards can influence the behaviour. There are also situational standards and gender norms, which can influence the behaviour. Family and other peers can influence the behaviour of the adolescent changes in family structure e.g. divorce or mal treatment of the child, can severely change the behaviour of the adolescent from normal to abnormal.

Social and economic background of the family or class is determined by the economic status and monetary assets that individual have along with the other contributory factors of like power, prestige, nobility of the family lineage, age, sex, religion, nationality, ethnic identity, place of birth, family origins. Level of the education depends upon the assets owned by the family. But mainly the economic background is determined by the monetary assets, annual income and the land own.

Socio-economic background and disordered behaviors have a direct relationship especially in the adolescent age. Adolescent the formative period of the age and the socioeconomic status has a lot of influence in shaping the personality of the individual. Students with low socio economic background have a greater risk of becoming behaviorally ill as compared to the student with high socioeconomic background.

'In the united states, there is a concern that changing social conditions have increased the risk of behavioral disorders, because of high levels of poverty, family divorce, abuse in the family and the other adversities'. (Nelson,p-40,1997)

Thus it can be argued that adolescent is the most crucial period in the life of an individual and is more prone to the external factors which mostly revolves around the concept of social and economic diversities due to various reasons, which not only mould the present

state of mind of an individual but it also engraves its footprints on the coming future as well. Adolescent stage can be described, as the liminal period, during this transitional phase one have to cross all those hurdles which are the outcome of socio-economic factors but if one is unable to follow the right path, one's whole life can be under the shadows of irregular life patterns, which can be very much visible in their behavioral approaches. But these socio-economic conditions are not under the control of the individual so one must comes up with the most positive attitude in order to tackle the situation and avoid the negative shades.

1.2 Review of Relevant literature

Behavior problems or disorders among adolescent students are very much likely to be present because of so many internal and external factors regulating them, because most of the authors and theorists consider the adolescence, as the episode of the internal conflict, period of stress and storms and turbulent years. This period of the life of the individual is in the to and fro motion like the pendulum of the clock, swinging between two extreme sides and resting not at either side of the clock. Same is the case with child leaving the period of childhood and entering the sensitive age of the adolescent. The family, peers, others acquainted, incidents, circumstances, and all other societal norms and values can collectively influence the personality of a child.

Before the twentieth century main focus of the psychological studies was on the children. In the start of twentieth century the main focus remained at the psychoanalytic school proposed by Sigmund Freud, 1901 which rests upon the theory of child development with special emphasis on sexual forces as basic drives. In his famous psychosexual stages of child development he emphasized on the sexual gratification as the primary motive to

drive the child. The Psychoanalytic theory change by Eriksson and the Anna Freud who molded the theory with the notion of social influences along with the sexual urges to drive the behavior.

She characterize adolescent as the period of internal conflict, psychic disequilibria and erotic behavior. (Rice, p-54, 1981)

The major conceptual framework to understand the social impact upon the behavior of the child is outlined by John B Watson in his essay in which he emphasized that the behavior can markedly changed through learning experience. The behavior of the child depends upon the circumstances and environment during the nurture. As proposed by Watson in his essay

"Give me dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take anyone at random and train him to become nay type of specialist I might select—doctor, lawyer, merchant, chief and yes even beggar man and thief, regardless of his talents, penchants, tendencies, abilities, vocations and race of his ancestor (Watson, p-104, 1930)

Most of the psychologists, anthropologist and social workers have defined adolescent and its relation with the socio-cultural factors. Just like an adolescent always feels that adult privileges are due with him but it is always provided to him by the society when he becomes adult.

Adolescent is the period of development in the human beings that begins when an individual feels that adult privileges are due with him, which are not accorded him and that ends when the full power and the social status of the adult are accorded to the individual by the society. (Rice, p-46, 1981)

It can be argued that when a child enters the stage of adolescence, a state of internal conflict or deprivation from the adult rights, initiates in the adolescent. But it is not only the external factor such as the society which creates hurdles in the development of an adolescent rather internal factor also play vital role. Internal factors take account of emotional and mental immaturity.

Adolescent as the period corresponding to the time when the human race was in the in the turbulent transitional stage, a time of great storm and stress. Like some theorist Hall said that puberty is the time of great upset, emotional maladjustment, and the instability in the adolescents mood oscillates between energy and indifference gaiety and depression or egotism and bashfulness. (Rice, p-46, 1981)

The behavior of the child is heavily influenced by the social, ecological and cultural context. The culture or social context is highly risky because it can arouse behavior disorders e g *certain practices in culture can lead to aggression and violence*. In the culture the family is the primary unit that influences the behavior of the individual.

Due to capitalism our society is socially stratified in to the classes. All these classes have there own social and economic implications. Persons relating to one class have mark bale

difference from the people of other class. As due to the privileged, under privileged and un-privileged classes, a sense of inferiority and other complexes that are developed in the people especially, among children because of their immature personality, so the risk factor is very much present in the children or adolescents.

Social stratification occurs almost exclusively within complex societies-those having state political organization and many specialized social institutions of the limited scope-and therefore may be an UN avoidable aspects of complex society. (International Encyclopedia of social sciences, p-1206)

As proposed by Karl Marx in his writings that their '*common economic situation and factors of production and their relative uniform powerlessness in the face of the state power that is used to frustrate the expressions of discontent the Marxist approach is also distinctive in its emphasis on the power of Economic factors the ability of the relations of the productions to shape and determine the style of social situation. (Tumin,p-18,1986)*

The approach of Marx only shows one side of the picture because it only emphasize upon the economic factor as the determinant of the class. But in anthropological world monetary assets are not that much important as the social side of the society. The Marxist approach divides that society into the dichotomy of haves and have-nots. Some other theorists further took the idea of the class as proposed by the Marx and made further editions in it. Max Weber along with the economic dimension (Aggregate of persons who own economic share is called class) of the class added the concepts of power and prestige in the definition of the class and took it to the broader perspective.

Weber saw property, power and prestige as three separate though interacting bases on which hierarchies are created in any society. Property differences

generate classes; power difference generate political parties; and prestige differences generate status grouping or strata (Tumin, p-6, 1986)

There are some more factors other than wealth, military personnel, bureaucrats, religious leaders, who can influence through the power vested in them, regardless of the wealth. Another aside of the picture is that some families are newly rich and some ancestrally rich families have become comparatively poor but their political influence is much higher than the wealthy families. Some people are living in the cities in the rented houses for the sake of the education of the children. Thus all these factors are serious questions while determine the class.

It is evident that this status in the wealth a, power and prestige, hierarchies need not always correspond and that some individual or groups ma be characterized by a disparity in the status position (Baqai,P- 176,1975)

Along with these factors of wealth, power and prestige, certain other supporting factors are also act as the determinant of the class in the society.

Stratification implies difference of income, property, and personal influence membership in the valuable organization, access to rare goods and other forms of social power. (Caplow, p-205, 1975)

There are also factors in the determintaion of class are discussed by Baqai are
Other obvious but nonetheless significant standards used in many other societies are age, sex, education, knowledge or technical competence and skill, place and

kind of residence, skin color, place of birth, length of residence, religion, family origins and good looks (Baqai, P-161,1975)

Since the measurement of power, prestige is not possible, as no units in the world have been devised yet so the wealth as the basic factor to determinate class is used

Wealth then is one of the basic factors that underlie many of the standards commonly used to compare and rank people. (Baqai, p-163, 1975)

Thus it can be summed up that wealth as the basic feature or factor to measure the class along with the other contributory variables like prestige power and so forth. In order to overcome this issue of the class determination Warner suggested model during his studies in New England.

The top, or upper class, is composed of the wealthy old families, who have been socially prominent and who have had money long enough for people to forget when and how that got it. The lower upper may have as much money but not have had it as long and their family has been socially prominent. The upper middle class includes most of successful business and professional persons generally of good family background. The lower middle class takes in the clerks, other white-collar workers and semiprofessionals, possibly some of supervisors and top crafts people. The upper lower consist mainly of steadily employed workers, often described as the working class by those who feel uncomfortable about applying the term lower to responsible workers (Miller and Riessman, 1961) the lower

class includes the irregularly employed and employed, migrant labors and those living more roles on public assistance. (Hunt,p235,1976)

So as the adolescent is the age of transition in which societal factors can influence the personality development. All the classes have their own style of grooming the child and have its own implications on the behavior of the adolescent. As

Virtually all societies are stratified according to the social class, and social class is marked by differences in many facts of life – environment conditions, social interactions, values, attitudes, expectations and opportunities. Although youngsters from middle and upper classes certainly can do develop in less than the optimal way, they generally are reared in more advantageous environment than the youngsters from the lower social class status.

Each social class is a systemic behavior, a set of values and away of life. While some overlapping and some exceptions occur, it remains true that the average middle class child has a socialization vastly different that of average lower class child (Hunt, p-237, 1976)

A child being brought up in the upper class has different goals and objectives. He'll be dropped at Scholl at his personal vehicle. In the school he will listen to the correct language and atmosphere. Good teachers and good. He doesn't have any pressure to complete the study, whereas middle lower class students have different objectives. Most of them impatiently wait for the completion of the degree in order to get job and release the economic pressure of the family.

*Middle class lower-class cultures expect different things of their adolescent.
Middle class cultures emphasis prestige, social position, success and the morality.
These expectations give rise to, moral and social anxiety in their adolescents that
over in the adolescent of lower class (Davis, p-64, 1984)*

So along with the calss or economic ststus child is also surrounded by spectrum of social factors.

*The child is surrounded by the three contexts – family, community and cultural –
each of which consist of structures, institutions, values, rules and other aspects
that influence development (Rice, p-53, 1981).*

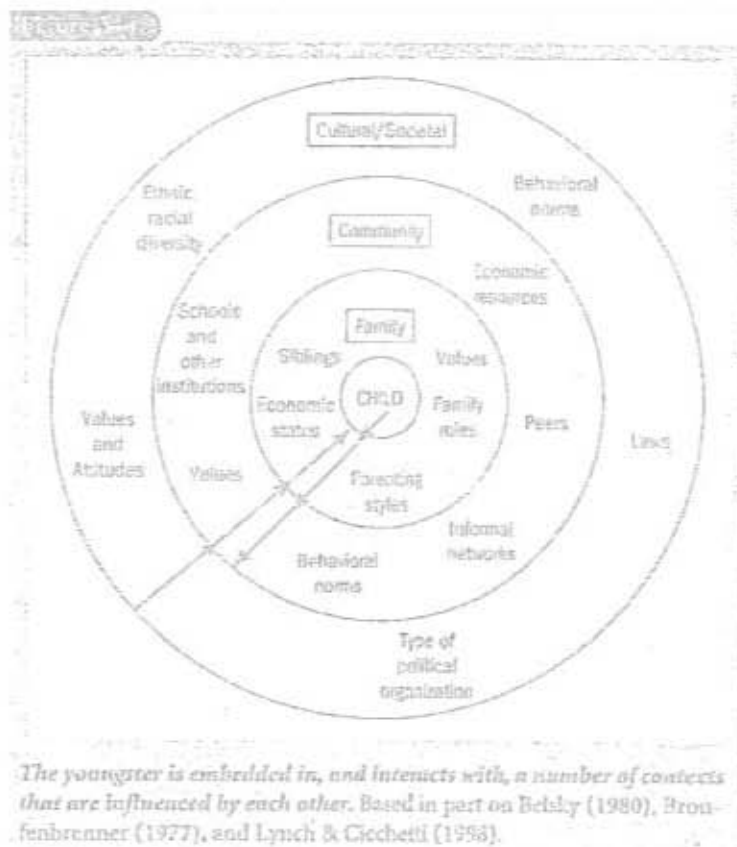


FIG 1:

As the child grows up, gradually breaks the shells around the personality and interacts with the society. First shell is of the family and siblings, who makes introduction of worldly values to the child. In the next step the child interacts with the community. Primarily at this level interaction takes place under the shelter of family. At the next stage the interaction of the child with community increases, the child learns about the institutions. This is the most crucial age for the development of the personality of the child. At this level the personality and abilities of the child can be molded to either side.

It is therefore not surprising that family attachments and continuing interpersonal interactions, structures and roles, economic status and attitudes and values contribute a crucial context within which normal and disordered behavior develop (Rice, p-53, 1981)

1.3 Methodology

In the umbrella of Psychological Anthropology, the school of culture and personality studies envelops this study as well. The investigation of disordered behavioral factors in the light of the social and economic factors amalgamates Psychology and Anthropology respectively. The focus of the study is to inquire the factors in the growth disordered personality of the child during adolescence, due to the different social and economic factors of different families. Accordingly when these children of different backgrounds meet at school, they influence each others personalities and disorder emerge consequently.

The Frontier Children Academy referred as F.C.A was selected, because it is positioned at the cross roads of the tribal and settled area. Children from different backgrounds meet at the school. The locale furnishes the purpose of the study.

Certain tools are selected to access the required information accordingly.

1.3.1 Rapport building

This is the first tool used for the research in the field during the initial days. This method helped to acquaint the researcher with the population and to overcome the resistance, shyness, avoidance and hesitation among the respondents due to the presence of alien factor between researcher and the natives. In order to build rapport the researcher injected himself in the classes with the help of teachers. During free lessons

researcher interacted with the children, provided them assistance in their studies. The rapport got build with the students through interaction at the individual level as well. Certain gifts like chocolates, candies and reading stuff also helped to establish the acquaintance among the students.

1.3.2 Mapping

Mapping helped to get the exact location of the locale and the community. Mapping is also helpful to draw the physical features of the community. I did mapping with the help of the transect walk with in the field.

1.3.3 Observation

Both type of observations i.e. participant and non participant during the field work. Observation of initial days helped to locate the key informants and the required sample of the youth with disordered behavior. As disorder is the repetitive or persistent pattern of conduct, so further observation helped to the cross check afore recoded information. Through the observation of the practices, one can easily understand and note the cultural patterns, norms and value systems along with the expected normal behavior of the adolescents of the society. Direct observation helped to observe the gestures and companies of the respondents.

1.3.4 Key informants

Through this technique gather information regarding past incidents and situations. This technique also helped to locate the problem situation as they are from the local field

and can better comprehend the circumstances. As this study is focused at students so the teachers are the most suitable figures as key informants to direct the disordered behavior of the students as teachers have interaction with the children. Beside teachers unit in-charge, who heads a unit, as school is divided in to administrative units (to be discussed in ch#3) normally deals with discipline of the children in their unit and teaches one or two classes daily, also facilitated to provide necessary information.

Thus teachers proved to be bridge between the children, their family and the researcher. Key informants revealed information regarding their previous behavior in the class, disciplinary actions and their behavior with the family, class behavior and peers. With the help of my observation I choose key informants in the school most of them were teachers. The coordinator also acted as the key informants during the study. The coordinator coordinates the meetings of the teachers, students and their parents with the principal. He contains a lot of knowledge about the children and their families. One of the laboratory assistant also acted as the key informant in the study.

1.3.5 Sampling

Sampling technique is used to sort out the required respondents. Out of total sampling frame of 918 students; with the help of information extracted through observation, key informants, disciplinary record and the record of the students provided by their parents in their admission files (as the school maintains the individual file of each student). The researcher used the technique of purposive sampling in order to diagnose the cases with the disordered behavior. The total 40 students comprised of disordered behavior with the common characteristics of many disciplinary cases which includes the allegations of theft, lie, physical fights, abuses, property damage, bullying.

The poor academic results, complaint letters to the parents and the continuous reports of misconduct in the classrooms and misbehavior with the teachers along with the principal and the other staff of the school are the common characteristics of the behavior of the diagnosed children.

1.3.6 Socio-economic and census survey form

This tool helped to obtain information, about the family background of the students who were selected as the part of the purposive sample. These socio-economic and census survey forms carries information of the household regarding age, gender, religion, quom, marital status, education, occupational status, land holdings and place of origin.

1.3.7 Behavior checklists for conduct disorder as questionnaire

Behavior checklist is used in order to diagnose the disordered behavior among the respondents. Behavior checklist used was according to the diagnostic criteria given in the diagnostic and statistical manual 4(DSM-4). The checklist is translated in to Urdu language through back to back translation and committee stage. The questionnaire contains 19 semi open ended and dichotomous questions. This revealed information regarding the property damage, theft, lying, bullying and threatening others.

1.3.8 In-depth interviews

In depth interviews proved to helpful to record the detailed information from the respondents, i.e. adolescents, peers, parents and other close relatives available. In depth

interviews helped in the extraction of in depth details. An interview guide was established in the light of the data available through the socio-economic and census survey forms, behavior checklist and direct observation. This helped to cross check the information recorded by the observation, key informants and respondents.

Chapter No 2

The Settings

2. The Location

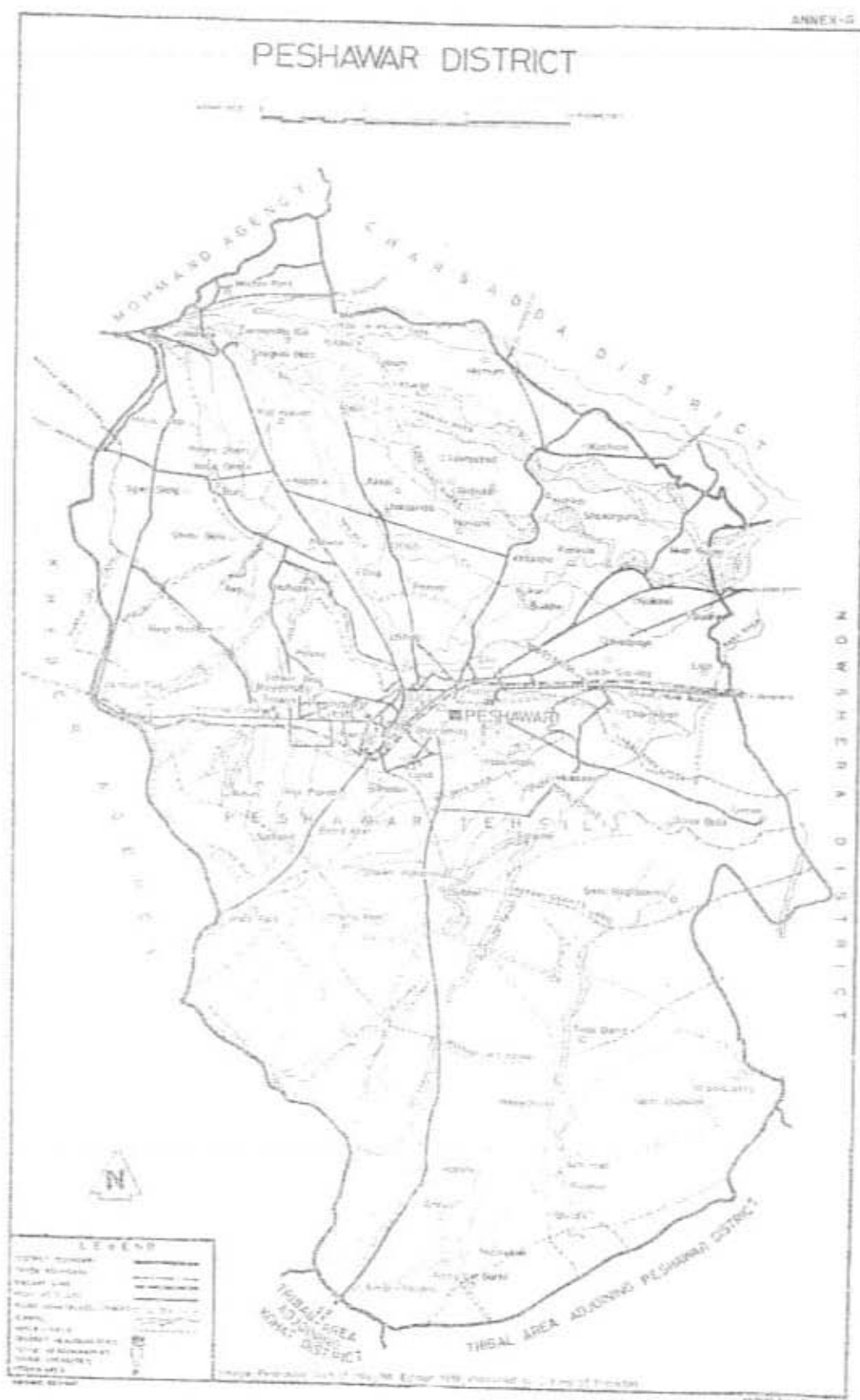
This study was conducted in Hayatabad phase 4, Peshawar, NWFP, Pakistan. Hayatabad is a planned residential scheme which comprises 7 phases. It is situated at the main Jamrud road, which further leads towards the tribal area of Khyber agency. It is one of the most modernly planned schemes in the Peshawar.

Peshawar is the provincial capital of Pakistan's North-West Frontier Province as well as the capital of the Federally Administered Tribal Areas (FATA). Located on the edge of the Khyber Pass, Peshawar is the commercial, economic, political and cultural capital of the Pakistani frontier and, particularly, of the Pushtoon. It is one of the oldest cities of the country famously placed on the trade route of central Asia. It had been the capital of Buddhism as well. Bearing rich history of invaders, Sufi's, merchants and thinkers.

2.1 Location and boundaries of Peshawar

Peshawar the capital of North West Frontier Province referred as NWFP has known been known as the 'Frontier Town' standing right at the entrance of world famous, Khyber Pass.

It is bounded on the north by charsadah district, on the east by Nowshera district, on the south by the tribal area adjoining Peshawar and Kohat districts and on the west by Mohmand and Khyber agency.



Map No 1: Peshawar

Source: District Census report 1998

The district is almost fertile plain. There is a small hilly area in the south east which the part of the main Khatak Range is. The highest point is at the Tarkai with a height of about 700 meters. It is approximately 1173 feet (358 meters) above sea level. The central part of the district consists of fine alluvial deposits. The cultivated tracts consist of a rich, light and porous soil, composed of a pretty even mixture of clay and sand which is good for the cultivation of the wheat, sugarcane and tobacco. (District Census report, 1998)

After the Soviet invasion of Afghanistan in 1979 Peshawar served as a political center for anti-Soviet Mujahideen, and was surrounded by huge camps of Afghan refugees. Many of the refugees remained there through the civil war which broke out after the Soviets were defeated in 1989, the rule of the Taliban, and the invasion by American and allied forces in late 2001. Peshawar would replace Kabul and Qandahar as the center of Pushtoon cultural development during this tumultuous period. Additionally, Peshawar managed to assimilate many of the Pushtoon Afghan refugees with relative ease, while many other Afghan refugees remained in camps awaiting a possible return to Afghanistan. Hundreds of them belonging to upper middle class are residing in the rented houses in various phases of Hayatabad (as per rules government\ of Pakistan refugees are not allowed to own property in the host country).

Peshawar has not grown as much in size or capacity as the population has. As a result it has become a polluted and overcrowded city. However, despite turmoil in Pakistan and intense turmoil in Afghanistan, Peshawar has remained a relatively quiet and peaceful city, compared to the violence in Karachi or Balochistan, and the civil war in Afghanistan. (Wikipedia Encyclopedia, 2007)

2.2 Climate

The summer season starts in June and ends in September. July to September is the months of Monsoon. From September to February remains the winter season and the present field study was done during this season. The month of the March is the pleasant month of spring. The climate of Peshawar is extreme in both Summers and Winters.

The maximum and minimum temperature for January, the coldest month, has been recorded as low as 18.35 C and 4.00 C respectively. The spring comes somewhere around the middle of the March which is the most pleasant period of the year. (Census report district Peshawar, 1998)

2.3 Demographics

Peshawar's inhabitants consist mainly of two groups, namely; the majority Pushtoon (including recent Afghan Pushtoon refugees) and minority Peshawaris (Hindko-speakers who are often referred to as "Khaarian", 'city dwellers'). In addition, thousands of Tajiks, Hazaras, Uzbeks, Persians and Gypsies can be found in the city.

- *Urban Population: 48.68% (983,000 persons)*
- *Rural Population: 51.32% (1,036,000 persons)*
- *Male/Female ratio: 1.1:1*
- *Average annual growth rate 3.56% (Encyclopedia Wikipedia, 2007)*

Pakistani border meets with Afghanistan at Torkham, 45 km from Peshawar. Over 99%

of the Peshawar population is Muslim and/or Pashtun, followers of Pashtunwali. Peshawar and the rest of the Pakhtun areas of Pakistan remain the Pashtunwali heartland of the nation. Despite the overwhelmingly Islamic nature of modern Peshawar, the city was previously home to other smaller communities such as Afghan, Hindus and Sikhs. The Partition of India resulted in the virtual elimination of some of these groups from Peshawar, but there are still Christian and Sikh communities present in the region

2.4 Area of the study

The present field study was in Frontier Children Academy, located in sector II, phase IV, Hayatabad, at the main road which links the phase III, via phase IV to the Peshawar Development Authority referred as PDA and the surrounding phases i.e. phase I and V.

2.4.1 Structure of Hayatabad

Hayatabad is divided into seven phases and four sectors in each phase respectively. Phase V is been allocated for government offices, organizations and residences of government officials, whereas all other phases are for common people. Phase I to V are thickly populated while seven is under the process of construction. Each phase has minimum two markets and beautiful mosques (jummat). Phase IV has its own importance because it has direct link to the city, Peshawar development authority (PDA).

2.4.2 Civic facilities

Hayatabad is a premeditated housing society so therefore it endorses all type of civic facilities for the resident people. It contains all the modern stuff in it. Sewerage, Carpeted roads, Sui gas, Telephone, Water supply, Hospitals, Recreational facilities, Security and the availability of local transport are salient features of the area.

2.4.3 Markets

Every sector has its own market which contains the items of daily use, medicine, vegetables, movie shop s, tandoor, electric equipments and electricians, bakery, juice shops, barber and some recreational spots like video game for kids, snooker clubs. In the out skirts of the academy lies the Abdali market.

2.4.4 Mosques

Mosques serve as places for religious activities of Muslims such as daily Namaz, Jumma prayers and Khutba. The locale is religiously harmonized as most of the people are Muslim, so every sector has a mosque which proves to be place of solace and comfort, i.e. Holy place for the people.

2.4.5 Hospitals

The locality contains one of the renowned clinics, Rehman Medical Institute (RMI), who cares the patients with coronary diseases. Hayatabad Medical Complex is one of the other major hospitals of the Peshawar which expanded as a Medical college and Training Institute.

2.4.6 Parks

Baghi Nanran is situated in at the end of the road which starts from phase III chowk and leads towards phase II and I. Tatara Park, positioned at the roads separating pahse I and V, is another spot which serves the purpose of leisure but for females only.

2.5 Adjacent areas to Phase IV

On the Northern side of Hayatabd is Gandhara institute of science and technology, Afghan refugee camp, Regilalma housing scheme and Karkahno market at main Jamrud road that further lead to tribal area. Main Peshawar city is towards the eastern side of the academy. Towards western side is situated industrial estate, which further leads towards Jamrud tribal area of Khyber agency. Southern side is covered by massive dry, Black Brown Mountain of Landikotal. Adjacent to phase IV, are the phase I, III and II on the

western, eastern and southwestern side respectively.

2.6 Family patterns

People living in the Hayatabad phase four have single, joint and extended joint family systems. People love to live in a joint family. Due to modernization and change in traditional values some people prefer to live in a single family system but still single family system is not appreciated in the society. Afghans strict follow the rule of joint living. This may be their obligation because of rented houses.

2.7 Ethnic composition of the people

The main population of the Hayatabad phase four is divided in to following tribes of Pushtoons. The main tribes of the Pushtoons comprise Peshawaries, Afridi, Kahtack, Shinwari, Yuosafzais, Banochi, Dawar, Syed, Orakzai, Mahsuds, Bhattani, Punjabis and Afghani (immigrants from Afghanistan, some of them are Pushtoons whereas others are of Persian and Dari origin). The above mentioned Pushtoons tribes are further divided in to sub-tribes or Khels.

Afghans are the second majority in the phase four. They have occupied small houses. Though these are living here ages back but couldn't develop feelings of love and sincerity for the host country. There is a lot of resentment among the local people against Afghans. These have separate cultural traits disliked by the locals. Afghans often wear western style clothes

2.8 Languages

In the Peshawar and Hayatabad Phase four, the main language is Pashto. As it is the main urban centre, people from different regions of the province reside consequently different dialects of the main languages are spoken but the main the conversation medium is the dialect of Peshawar. Afghan refugees are also residents of the area, the refugees who have the Tagic Uzbek origin mainly speak Persian and the refugees having Pushtoon origin speak Pashto. Pashto is the dominant and main medium of conversation so Afghans prefer to conversation with the locals in their local language i.e. Pashto.

2.9 Religion

Religious homogeneity is evident as the Pushtoons in the area are Muslims and proudly propagates this notion of being Muslims, right from the advent of Islam during the life of Holy Prophet (SAW).

2.10 Dress patterns

Pushhtoons wear Shalwar Kamiz, Waskit along with the Peshawari Chappal. The women wear Shalwar Kamiz with Dupatta. Now with the urbanization and changing life wearing style English suits and Jeans are getting common in young generation. Afghans often wear bell bottom jeans and their females wear jeans and long Maxis.

2.11 Food patterns

Normal food is the Naan or Roti (Bread), Chapli Kabab (crushed pieces of meat, marinated with chillis, yougurt and salt and fried in oil) , Pulao (Rice). Tikkas (barbequed small pieces of meat) and sekh kababs(crushed barbequed meat wrapped around an iron

rod) are also famous among people. Sabz Kehwa (green tea) is also a normal intake by the dwellers. Afghan people have their own specific dishes among which Kbalī Pulao (Rice) is extremely famous.

Adjoining to the Hayatabad is the tribal belt of the Pushtoons, i.e. Jamrud leading towards Landi Kotal. The Pushtoons, where ever they are, bound to follow a particular code of life which is called Pushtoon-Wali. So there is not that much difference in their way of living and the traditions which they follow whether they are the Pushtoons of tribal belt or settled area.

2.12 Traditional lifestyle of Pushtoons

Pushtoons from all over the province live in a great majority in phase IV. Other notable ethnic groups living are the Tajiks (Farsibans), Hindku speaking (Kharyans) and Punjabis. People are mainly residing in the phase are due to their business, jobs or for the education of the children. Businessmen and landowners have their owned houses whereas some of the people live in rented houses. Afghan people live in rented houses of five or ten Marla sectors. Afghans have joint or extended joint family system and they mostly take one house on rent and two or three families share that house.

Pushtoons all over the world follow a peculiar and distinct code of conduct, Pushtoon wali. Pushtoon wali is the unwritten constitution of the Pushtoon people which is very much rigid in its essence which can't be changed for no one and every individual Pushtoon is strongly obliged to follow this. It is basically a Pushtoons behavior towards another Pushtoon. The very word Pashto that is the name of the language, also mean the

spirit of Pushtoon wali. This Pushtoon wali is name of closely connected concepts and conventions which base on some of the basic norms and traditions of a Pushtoon society. Some of these articles of Pustoon wali are *Melmestya* (hospitality), *Badal* (revenge), *Nanwatey* (beging pardon), *Hujra*(meeting place).

These are those conventions and features of the Pushtoon wali which strike non Pushtoon visitors and first sight.

2.12.1 Melmastya (Hospitality)

The major characteristic of the Pushtoon-wali is hospitality. A Pushtoon always feel pride and pleasure in serving his guest. His doors are always open for both his friends and even to a stranger. For the stranger he becomes more hospitable and tries to provide every comfort to him. For a Pushtoon hospitality is his moral obligation and the one who lake this obligation is considered lacking the spirit of Pushtoonism. He would tried to provide his best to his guest in order to fulfill his evey comfort but at the same time be a same duty would also be his guest always tries to check the extravagance of his host's hospitality. However, on the first day of hospitality a host no bounds and spend lavishly on his guest. The Dastarkhawan of the first day of the guest should have a large variety of dishes where their Pulao is almost must.

Despite that Melmastya of the host, guest will always look towards the warmth of his host because if at any place he felt or he sensed that he is an unwelcome guest than nothing can satisfied him, than sense of respect. Very good future of Pushtoon hospitality is that a guest is well thought-out to be the guest of whole village, his seldom considered to be the guest of single person. Every body of the village tries according to their means, to offer something to the visitor; they fetch their males to the Hujra. This practice of the

Pushtoons lessens the burden from the actual host and creates sense of member to one unity.

2.12.2 Badal (Revenge)

Badal or revenge, is one of the fundamentals of the Pushtoon code. It is always a reaction against an erroneous or an insult caused to a Pushtoon. Any thing done as an insult to Pushtoon sets him on fire and compels him to take his revenge. In the Pushtoon land three things are mainly responsible for this 'Zan' (women), 'Zar' (wealth) and 'Zameen' (land or property). Any molestation with three Z's particularly with the first one drives a Pushtoon mad as he loses his status and respect in the eyes of the people. It is the chief cause and murders and other crimes among the other Pushtoons. They live and die for them. It is also a social obligation to the Pushtoon not to let an offender unpunished. An eye for an eye, an ear for an ear is the rule of revenge. The practice of Badal in Pushtoon societies is a cycle which ends only after the destruction of several persons of both the rival families.

2.12.3 Nanwatey (entering into)

Nanwatey literally 'entering into' or 'going into' and anyone who gains access to a Pushtoon house can claim asylum. He is protected by the owner of the house at the cost of his life. Some writers have defined Nanawatey as grant of asylum to fugitives or extreme hospitality. It is basically that when a person realizes, to be on the wrong side in killing or injuring another person, he goes to the house or the hujra of the aggrieved party and throws himself at his feet. He confesses fault and begs pardon of the person or family whose sense of honor he had injured to show his meanness and meekness. The offenders

slaughter sheep at the doors of his enemy. Nanwatey which literally means going into one store is puts an end to enmity. The act of Nanwatey, leaves no option with an offender or family but to pardon the offender. The offender usually takes party of the village elders called 'Musharan' who too beg forgiveness for enemy. As the pardon or mercy thus sort at the doors of the Pushtoons is seldom refused.

2.12.4 Paighore (taunt)

Paighore has ruined several houses, runs a Pashto saying, in the Pushtoon society. Some particular omissions of conduct led to Paighore of which a person is taunted e.g. son of murdered father wait for a particular time to take the revenge of his father by if during the same time someone has taunted him of his fathers murder, the Paighore will boils his blood and without living any moment and thinking of any consequence he would go and will try to kill his fathers murderer. Hence paighore is so bad a thing that every Pusthoon pray to be saved from curse and cause.

2.12.5 Hujra (meeting place)

In every Pushtoon village there is meeting place people assemble and talk to each other. Hujra is a Persian word and it is equivalent is Bethak, menaing a drawing room .it is open to all the people of the village. A big village has caught several Hujras each with its separate wards called malat, cham, kaday. A Pushtoon village can not be imagined with out mosque and a hujra. When as mosque is specific for prayers and other religious practices, the Hujra is specific for to talk and discuss social affairs. Institution of the hujra is as old as these Pushtoons. It is their place of get together. It is here that they come to know about each others problems. It is the Pushtoons information centre giving them the

news of the socio political development that takes place in that area. Hujra becomes the place where they are taught ethics and morality. They learn how to talk before elders and treat their equivalent. The Pushtoon youth to attend the hujra learns much about the practicality of the life and the social dealing.

Hujra is the nucleus of the Pushtoon society. It is their parliament in miniature it is here that they get together in holds meetings to discuss matters of co-in trust freely and frankly in the hujra. Pushtoons hold their marriage ceremonies and conduct condolence meetings. The Pushtoons hujra, in short, is a place where they give vent to their joy and sorrow. It is their commune where they share each others grief and joy. Nothing is individual, one mans concern is everybody's concern. Their hujra thus besides their blood bonds binds them together a communal fertility.

The Pushtoon wali observed in the area, where the research have been conducted, It can be concluded that the behavioral patterns of most of the Pushtoons have reflections of this code of conduct, no matters they belong to any tribe or clan in the Pushtoon, the fundamentals are almost the same. Hospitality is natural in them they want to be as much hospitable as they can. As the research was in the settled area and had no concern with the suburbs so in settled area I didn't find the concept of hujra and Nanwatey in the shape which I have mentioned above but on individual level they (pushtoons) they still tried to fulfill those as much as they can. Here every family has its own guestrooms but still they fulfill the definition of hospitality. One thing which I found common in every person is Paighore. Not a single Pushtoon can afford Paighore. The respect of elders is same every where there and women are handled by the same hands. Women have certain obligations to fulfill in that society and men are manly responsible to the family. Patriarchy is very

much prevalent in the family structure and the respect of elders is obligatory. To some extent they are aggressive in their approach where revenge is an obligation upon every Pushtoon if someone harms his Pashto (self-respect). Thus I have observed the code of conduct that is a basic trait of a piston's life is followed by the people of urban area with certain restrictions of time and space.

As through the process of enculturation the traditions and values are passed to the next generation. It is very much observable that Pushton wlay is very much inheritor in every Pushtoon child. Adolescent is the period of transition, of mental growth. Youth are in the process of gradual learning and the elders are dominant in the society so naturally the reflections of these basic cultural traits can be observed in those children. The children extreme hospitality and honor for the guests as the parents of some children visited the school often, during prize distribution ceremony the children remained silent and observed discipline only because of guests' presence. I always treated me in the feels as a guest and through out they offered me lunch at canteen and invited me at their residence. Even once a child brought Pulao for the researcher at the campus. Their concept of revenge was also present in them as daily after the school timings two or three main fights were ready. The element of aggression is very much present in the Pushtoon children. Children got flare up in no time over petty issues.

Children are expected to behave with their elders with the extreme of respect and deference. According to the cultural norms of the local culture, elders are respected greatly with respect to their age and relation with the child. The child is not supposed to act aggressively in the presence of his elders and family members. The elders are those persons which are elder in age from the child e.g. parents, both mothers and fathers brothers and sisters and their husbands, elder brothers and sisters, principal, teachers,

administrative staff . The behavior lies at the extremes with the fellows and colleagues, i.e. it may be extremely good or vice versa. The attitude towards the younger is extremely caring because children take them as their responsibility.

The children are not allowed to threat gains any body in any circumstances, threatening is considered as extremely bad in the society for the children. Sexual activity of any kind is strongly prohibited and condemned in the cultural settings. To harm summons property is considered as personal assault against the person and damaging ones own property is regarded as insanity. *Pa dargjan bany khudey lanat (jhutey par khuda par lanat)* is the famous proverb used for the person who often lies.

The animals are considered as Zanawar except milk giving animals because milk is considered as divine blessing. Generally animals are not respected in the society. The attitude towards animals is not kind. They are regarded inferior to humans.

The attitude towards property is possessive in urban areas. The school property holds value of great importance for the children along with this school carries an element of fear for the children so consequently they try to write at the walls of the corridors and toilets. Sentiments with the class room are quite different because they consider it as their (Akhpal) theirs, so they try to decorate it with the core of their heart. Children consider hostel as the place where they have been confined so accordingly they don't bother for the hostel property except their own rooms.

Chapter No 3

The Academy



Fig no 2. Front view of the Academy

source: Field Data

3. History

Frontier Children Academy referred as FCA was established in 1991, by Mr Gohar Zaman, a retired principal from University Public School Peshawar and his brother Mohammad Iqbal, who came from abroad, in the heart of the Hayatabad phase IV. The principal got the land for the academy when the area of Hayatabad was in its initial phases of development. After his retirement from the job the Academy got started in few rooms as there was no other institution of the sort, in the area so people both from settled and tribal area welcomed it warmly. The increases in the number of students gradually lead the extension in the building of the academy.

The academy equip the children with education from class two as the junior classes remain in the girls' wing named as Frontier Youth Academy referred as FYA, established By the principal in collaboration with another person. In 2003 academy managed to open its new branch in Sangotta Swat. Continuing this journey of extension the academy has been upgraded with intermediate classes under the umbrella of Frontier Science academy. The Frontier Children Academy which got started in building of few rooms, today has becomes a mother institute of FYA, FCA SWAT, Frontier Science Academy.

3.1 Physical structure

The academy covers the total area of 16 canals, in which the covered area 12 canal (8+4, academic blocks, hostel respectively) and the Play grounds, basket ball, volley ball and badminton ground wraps the rest 4 canals.

As one enters from the main gate, faces the main courtyard, separated by the fence and a row of plantation from the entrance. At the left side lies the reception which includes the office of the principal, administrator, record room and accounts office.

Main notice board, under the golden engraved academy motto, "Live For Others", at the wall of the main building, is at the right side of the gate. As one further proceeds towards the south enters in to the main corridor of the main building, which is unit C (6th, 7th classes), office of the unit in-charge, male female staff rooms and office of the coordinator. On the first floor is unit A (9th, 10th), science laboratories, computer laboratory and main library. On the second floor lays the unit B (8th), few classes of 2nd, 3rd staff room, office of unit in-charge and main auditorium.

Behind this building there is another block in its basement where lies the office of the lecture demonstrator and few classes of 2nd, 3rd and rest of the basement is used as residential rooms of aforementioned students. The 2nd floor is used by unit D (4th, 5th), (as I stated my research unit C (class 6th, 7th) unit were upstairs but due discipline problem school administration shifted that downstairs) mini library and dispensary. Rest of the building is used by the hostel.

Right next to this building is residential flats owned by the principal, which are rented to female teachers and some other people. Academy mosque is also situated behind this building and the residence of the principal is at the end of school installations.

School administration has provided the bachelor teachers with the free of cost facility of residence in two rooms at the first floor of the administration building. Another room is also reserved for the board invigilators during the board examination.

3.2 Hostel

Academy provides the hostel facility for the students from far flung areas of North West Frontier Province referred as N.W.F.P. During field work 173 students were residing in the hotel. Hostel is for play group to matriculation under the strict supervision of administrator and the warden of the hostel. Administrator is responsible for the admission in the hostel. Hostel is often given to the students from the far flung areas, as they apply for the admission.

Students in the hostel have to wear blue Shalwar Kamiz. Students from nursery to class two live in basement and on ground floor resides the students of 9th and 10th class. Two upper floors are for 6th, 7th and 8th students respectively. No students accept the class

fellows are allowed to visit each other's rooms and this rule is strictly applied to the entire hostel.

Hostel routine is quite disciplined, mess timings, five times prayer in Jummat (masjid), TV, sleeping and all other stuff. Discipline in-charges are responsible for the regular presence of every student at each activity i.e. prayers, mess, early wake up etc. Students play games in the academy courtyard from Asar till Magrib. The facility of the laundry is available at the academy campus and its dues are paid in the fee. Every Sunday hostel in-charge takes students to a public ground for outing. They are strictly prohibited to go out of the academy premises. Mobile phones are not allowed and students are allowed to talk to their parents and family after every two weeks. Students visit their family at long weekends, often once in a month.

NOTE: Hostel dues are given in the Annex

3.3 Facilities

Academy has both non-resident and resident students, for this it provides the students with other facilities at the campus as well. Academy has a fleet of buses which provides the facility of pick and drop to both the boys and girls wing in the Peshawar city. Teachers also avail this opportunity of pick and drop at cost. Academy has Toyota and Suzuki wagons for other purposes of transport as well

A bookshop cum store is maintained at the campus which provides children with stationery, copies, school badges and course books. Photocopy facility is present for teachers at the book shop.

School Canteen in the courtyard serves children and teachers at both recesses at nominal

prices. Snacks, sweets and cold drinks are available at canteen. Apart from teachers and students canteen also serves the guests in the school office.

The academy has arranged barber for the students which provides them hair cut free of cost. The teachers especially discipline in-charge after inspection, send the students to the barber for hair cut, as their hair exceeds the standards set by the teachers.

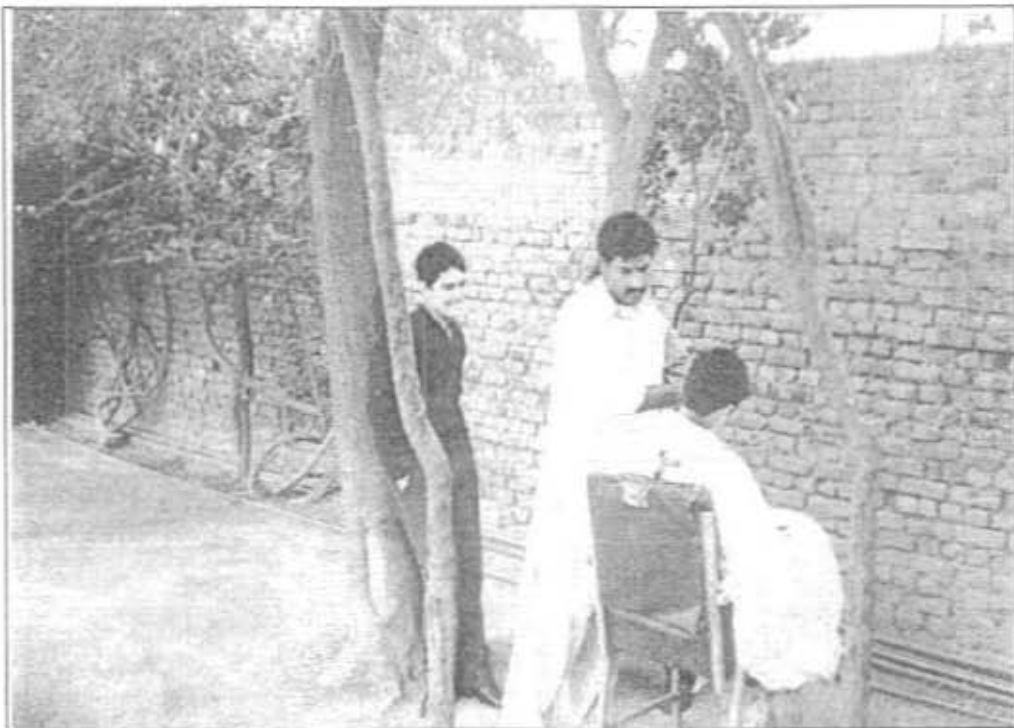


FIG No 2.1: Barber cutting hair of children as they have been sent by discipline in-charge.

Source Field Data

3.4 School Uniform

School uniform is compulsory for the Academy Students which changes according to the season. In summers students wears Grey pants and socks, blue shirts and blue stripped necktie and black shoes. Where as in winters in students use blue pull over.

3.5 Academy publications

The Academy has published a lot of booklets, exercise books, rhymes, and vocabulary books. The small booklets are an effort to bring awareness about discipline among the students. These booklets are about the promising student, etiquettes manners and social graces. The religious booklets are Quran-e-Majid ki Babarkati Duaen and Shanakt-e-Quran. There are certain manuals and circulars published for the teachers as well like teaching manuals and Kirdarsazi. The academy has also published annual reports with name of the Fronterian. Other publications include children's dialogue and vocabulary, my first picture book, nursery buds book 1/2., Islam for children book 1 to 8, science practical note books, manual for zero classes, the key rhyme, keeping discipline in class rooms, meaning full education and behavioral regulation and education and teaching.

In order to express gratitude to the key founder of the alma mater, principal has published a book under the title "Irshadat-e-Nawab Baba", extracts from the speeches of the Sir Sahibzada Abdul Qaiyum.

3.6 Syllabus

The academy is an English medium institute. The entire syllabus except Islamiyat and urdu is in English till class 8th. Syllabus of Oxford is taught in the academy. In the senior section i.e. unit A, class 9th and 10th, the syllabus of North West Frontier province text book board referred as NWFP text book board is taught because students have to appear in the secondary school certificate examination. Special English conversation classes are arranged till 7th grade to equip the students with English vocabulary, dialogue and speech.

3.7 Ethnic division

The school has ethnically rich population because people from all over the province has settled in the area. In the school most of the children are from tribal area of Khyber agency. A large faction of students come from Afghanistan, others are Pakhtuns from different tribes and clans i.e. Afridi, Shinwari, Mahsud, Khattak, Swati's. All these Afghani children are immigrants due to Afghan war. Pushtoons come from different areas, as most of the Afridi come from tribal area of Jamrud; Khattaks belong to Karak, Mahsuds from north Waziristan, Swatis from Charsaddah and Swat. Except from Jamrud other areas are far flung so most of the children either resides in hostel or with their relatives or their families have settled in Peshawar due to the service or business. The most of the children have now urban background whereas Afridis have purely tribal nourishment.

3.8 Administrative structure

The academy has the structure to administrate the academic and other affairs. The structure strictly follows a hierarchy which is explained as under.

3.8.1 Board of Governors

The Board of Governors controls the academics of the school under the supervision of the principal with the worthy members extracted from the education department, board of intermediate and secondary education Peshawar, local schools, colleges and parents/Guardians. The usual meeting of the board of governors usually takes place on 25th of December each year.

3.8.2 Principal

The principal chairs the management committee, with senior teachers and administrator as a member, which controls the advisory committee for both academics and administration. Moreover principal also supervises the religious affairs of the Academy, as he delivers a speech daily in the Morning Prayer accordingly. Principal is the actual person with absolute powers who controls the academy, where as all other committees and board are only for consultation.

3.8.3 Advisory committee

Academy holds the advisory committee which is further divided in to two branches i.e. academics and administration. The academics branch of the advisory committee looks into the academic matters of the school and is mainly concerned with syllabus, teachers lecture delivery and quality of education with vice principal as the head. The administration committee, with administrator as

the head looks into the administrative matters of the school. Teachers are members of this committee.

3.8.4 Administrator

The administrator is the head of the administration. Under the supervision of the administrator comes the estate officer, bursar, office in charge, care takers, Public relation officers, medical officers, hostel wardens, purchase, canteen, stores, transport, ministerial staff and bookshop.

3.8.5 Vice principal

The academics are supervised by the Vice principal, who controls the test and examination, units, houses and teaching staff, computer laboratory, libraries, science laboratories and discipline.

3.8.6 Coordinator

Coordinator coordinates the daily affairs between the teachers and principal. Accompany the visitors in the academy campus. Also takes the children in the debates, arts, essay writing or other competitions outside the academy. Coordinator coordinates the reciprocal visits of the teachers both from girls and boys wings of the academy.

3.8.7 Unit In-charge (each unit has one in-charge)

Due to large number of students in the academy, each class has been divided in to sections. To maintain the quality of education and discipline, sections have been chalked

out in to administrative units, with a teacher in-charge of each unit, who is responsible for the attendance of the teachers, regular classes, the availability of the teacher in every class, discipline of the students and leave for both students and teachers. Each unit contains specific set of sections.

Unit A 9th & 10th class and each class have 5 sections

Unit B 8th class and it has 7 sections

Unit C 6th & 7th class and each class has 5 sections

Unit D 4th & 5th class and each class has 5 sections

Unit G 2nd & 3rd class and each class has 4 sections

3.9 Classes

3.9.1 Class room atmosphere

In class rooms students are provided with wooden chairs to sit with a right arm desk. Soft chipboard is pasted at the walls for the charts to be displayed prepared by the children. Blackboards are displayed for teachers to write. Teachers deliver their lectures at rostrum. There is also a wooden shelf in each class.



FIG No 2.2 Students in the class room

source Field Data

Student division

Total no of students in classes 6th to 10th *916 students*

Age range: *12-16*

Table No 1: Class wise student's strength with respect to areas

Class	Total students	Tribal		Settled		Afghan Refugees	Diagnosed cases
		F.A.T.A	F.A.N.A	Peshawar city	Outside		
6th	150	29	15	39	42	28	17
7th	172	41	10	46	59	15	22
8th	214	60	26	53	44	22	11
9th	200	63	11	22	70	34	9
10th	180	58	11	16	83	10	7

The above table shows the no of students in each class according to their respective native area. Due to large number of students classes are divided into the sections and each section has students coming from diverse areas. Mostly sections contain students of different mental and physical capabilities in order to enkindle a sense of competition where as due to large number of complaints and disciplinary reports a special section is created which caters physically strong and notorious children. The school is located at the cross road of settled and tribal area consequently it has become an attraction for the people from both areas respectively. Due to the presence of students from different areas the school has become a multi-cultural identity. Students rather cultures from different areas intermingle at the academy campus. This is clear from the table that large majority of students from tribal area are studying in the school. Students from the Afghan refugees

also study in each class. The presence of refugee students has become a cause of confrontation among the local students and afore mentioned. Students from the settled area are both locals of the Peshawar city and the children of those people who got settled due to job, education of the children, business, or any other reason.

Table No 2: Income level and structure of student's families

Income levels	No of students in each level	Family structure	
		Single	Joint
168000-129000	7	4	3
128000-89000	12	8	4
88000-49000	6	5	1
48000-9000	5	5	0

The above table explicitly explains the monthly income level of the families of students and their family structures. The family structures i.e. single or joint directly effects the nourishment, parenting styles, family roles in relation with the monthly income. Most of the students came from the business background. People in the area prefer business instead of private and public service. The students whose parents are employed either in public or private sector earns about I lac per month, with four exceptional cases who exceed the limit. The parents of the students who have business orientation, earns minimum fifty thousand and reaches the maximum level of income mentioned. The parents of the 70% children are involved in business. The high level of income gives an

air to show of money among children. Children bring mobiles phones or other electronic devices which creates a sense of inferiority and competition among children who can not afford these expensive items and those who can afford, respectively.

Table No 3: Disordered adolescents in relation with age and class

	Age ranges						
	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Classes							
6	2		2				
7		1	2	6	5		
8			1		1	3	
9			2	1		1	
10				1			2

This table brings into limelight the no of disordered adolescent children in each class and their respective age limits. The age and the class of the student have a direct relation ship. As in each class students belong to round about a uniform age. Where as in certain cases when the limit exceeds or recedes creates a problem, for example in above table 5 students comes in age range of 15-16 in class 7 which shows the abnormality. It's not the matter of these mentioned five cases, school authorities have established a separate section for these stout and mature boys due to disciplinary problems. These children try to over power their colleagues and opt for violence to establish their writ in the class. Younger children in class feel inferiority from the rest of class as 2 children from class 6th comes in the age range of 11-12 which is also an abnormality.

3.10 Teaching staff

Academy furnishes the children with education with MSC qualified staff. Unit A is run by mostly senior teachers retired from government institutes. Academy has a retired PhD person in chemistry as well. Unit in-charges are mostly retired people from private and government institutes. Only four female teachers deal with the students from 6th to 10th.

Demonstration classes for teachers are also arranged a periodically. Miss Masooda Smadi, an English diploma holder demonstrates about the class before new teachers. Academy has total 78 teachers to equip the children with the tool of education.

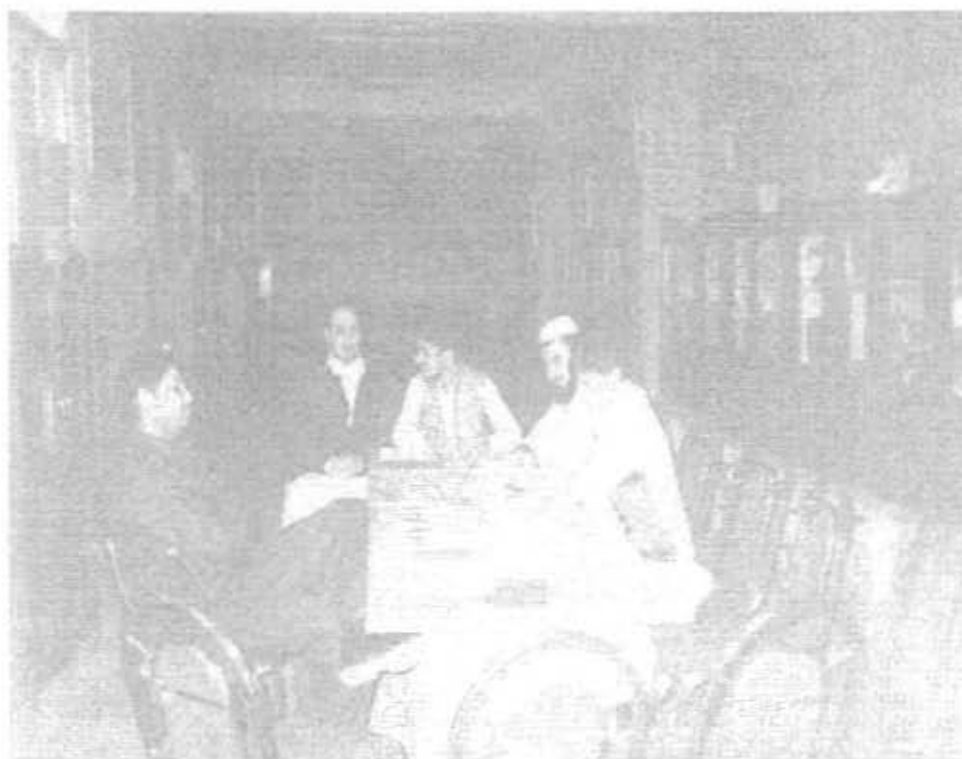


FIG No 2.2 Teachers in the library

source Field data

Table No 4: Teacher's income level with reference to their education

Income levels	No of Teachers in the category	Education level			
		B.A	M.A	M.Phil	PhD
28,500-30,000	1				1
15,500-16,500	4			1	
5500-6500	7		9	1	
4500-5500	21	1	20		

The table indicates the income level of the teachers in relation to their educational level. Most of the teachers regardless of their marital and family status are paid up to 5000 Rs per month. Only few senior teachers get more than 15,000 Rs per month. A big gap is present between the economic status of the children and teachers. This gap or class difference leads towards the hatred between teachers and children.

The married teacher living with the single families are the only bread earner of the family. Where as there are few married teachers who are retired from public sector schools and is serving in FCA. Theses persons are living in either single or joint families easily make their way of life. There are certain un-married teachers living in single family. They use FCA as place to hibernate, and are always look for other jobs. Un-married teachers living with joint families face a lot of difficulty because they have to share pay with their elder brother consequently hardly makes both ends meet. The size of joint family varies and ranges from 7 members to 54 members in a single house. The size

of single family ranges from 2 to 12 persons in single house. Most of the teachers are M.Sc qualified, where as 2 are M.phill and academy holds the distention of a PhD qualified teacher as well.

3.11 Co-curricular activities

Apart from regular classes and academic stuff academy administration polishes the co-curricular talent of the student. On every Friday there was a grand assembly in which each Friday, children from a house give presentations in the form of speeches. During my fieldwork sports gala was held for a week. First class remained suspended throughout and matches of basket ball, volley ball and badminton were held in the meantime. Teams from all the houses participated and children from each house supported their teams enthusiastically. Essay writing, story writing and drawing competitions were also the part of the sports gala. This gala ended with the grand competition among the houses. Class room and house board decoration were also the interesting compactions in the academy. Students were made to visit the girl's branch of the academy to fire this air of competition in then. The academy students also took part in the debates, painting, and naats competition outside the academy.



FIG No 2.3 Inter house basket ball match

Source Field Data



FIG No 2.4 Students after match

Source Field Data

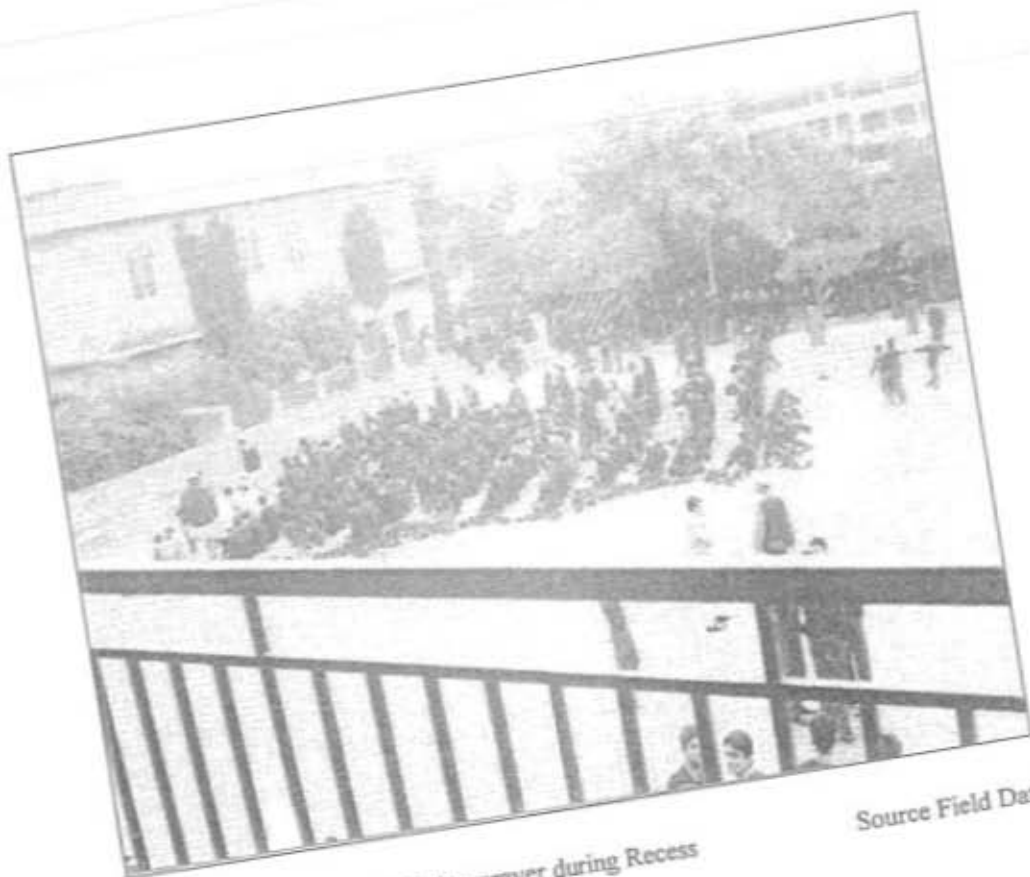


FIG No 2.5 Students offering prayer during Recess

Source Field Data

Chapter No 4

Conduct disorder: its outcomes

Behavior is the way in which an individual behave, act and speak according to the set standards of that culture. In the deformed behavior, lies the resentment against the rules of the society. Every culture has its own norms, folkways and values to be followed by the individuals of that society. If the behavior of the individuals deviates from the certain set standards and patterns then consequently the behavior is considered as the disordered behavior accordingly. Behavioral disorders have a lot of root causes behind, may be biological and certain social. Among a lot of behavioral disorders, Conduct disorder is the main focus of this research, whereas conduct disorder is the persistent pattern of conduct that can affect the basic right or major age appropriate societal norms. Conduct disorder includes *aggression, theft, and property damage, lie, threatening, bullying, mugging and forced sexual activity*¹. All these factors can influence the society and cause distress and trouble in the society. Conduct disorder in adolescents can lead society towards fatal consequences, as this is the age of personality building and this behavior shapes up the personality.

In Pushtoon society the traditional structure of norms and values is very rigid. A traditional Pushtoon practices his life as taught to him by his elders. But now with changing condition, i.e. modernization, urbanization and materialism has affected the Pushtoon culture as well. The traditional values and norms are surpassed at certain times in order to get their interest. However in the behavior of the children who are from the

¹ DSM IV

tribal area or they have tribal family orientation, have certain reflections of that traditional Pushtoon behavior, as mentioned in the previous chapter.

The deformed behavior depends upon the social background of each individual. Person coming from a stable social setup, exhibit pattern of behavior much more in accordance with the prevailing norms and values of the society. Whereas an individual from a relatively unstable setup behaves in a manner which may not necessarily reflect the society's values. The research conducted at school precisely found out the abnormality of behavior in correspondence to the socio-economic background of the family of the student.

The children of the disordered behavior show certain deviations from the set patterns of the society for certain social and economic backgrounds. In short the family background affects behavior of the children.

In this research 19 behavior patterns, were checked and the students who deviated in more than 10 patterns were considered disordered. The reasons for each student's disordered behavior are different due to different family background. .

4. The Attitude towards Others

This includes attitude towards elders, peers, younger. The attitude of the children towards the others is aggressive because most of the children came from the traditional tribal background where law enforcement is weak and people solve their issues with own power, that's why they prefer to become aggressive as they see their elders doing. Boys in the traditional tribal culture are taught to be aggressive with the society but in contrast extremely submissive with elders and younger. The reflections of this learned mashri i.e.

decision making and aggression are in the behavior of the students during classes. In class, during free time students sit and gossip. When asked about the activity, replies, "*Jirga Rawanday*" i.e. Jirga is in progress and that is for the resolution of fights between colleagues. Children in the age ranges of 15-16 in class 7th and 16-17 in class 8th and 9th have the habit of enforcing their decision upon the other age groups in the class a. Due to their over age in the class as compared to other students relate each discussion -and -gossip among the groups as *Jirga*.

A tall 16 years old child from class 7th, son of factory owner with 0.2 million monthly income, who is twice married, has serious conduct problem. His father off and on visits this child's house. He often becomes aggressive in the school, beats his colleagues. He also brings posters and snaps of film actors fully loaded with weapons with the argument that my father does not visits us that's why I have learned weapon use from movies in order to safeguard my mother and family. In order to hide his misconduct, he lies. Damage the school property for the sake of fun. During assembly he hits with his knees at the buttocks of the students. He often creates disturbance in the class. Element of theft is not present in him because money is everywhere around him.

4.1 Attitude with the parents

The general attitude towards parents is awfully respectable but children with impaired behavior act aggressively and disobediently. The children behave with extreme disgusts, think parents as their enemies, blockade in enjoying the life. Child again from class 7th coming in the age range of 11-12 often reported of misbehaving with parents especially to his mother as she bodily tortures him, the child responds accordingly with

the same. As he sees his other class fellows enjoying bit freedom, consequently takes mother as the enemy who does not let freedom to him. Another 13 years old child of class 9th living in a joint behaves badly with his father, other members of the family and teachers. Due to less age, he abuses his father and teachers for not paying due regard to his wishes.

The abnormality in age leads to complex in the children as a result of which they misbehave and ultimately becomes habit which is then termed as disorder. In Pushtoon society misbehavior with parents and elders is extremely disgusted and children are often severely punished for this act.

4.2 Attitude with the principal

The children behave with veneration and reverence with the principal as they consider him as the authority figure and elder who can throw them out of the school, call their parents and cause severe punishment. The children with defected behavior behave other way around i.e. of disrespect and disregard. They never took him as the authority figure or a role model, in fact a business man. They perceived him as an imposed autocrat. They often disobey the principal as during the sports gala principal daily forbids the children not to rush to the stairs before match, but the children refused his orders and daily practiced the activity. During Morning Prayer it was a major problem to control the children.

A child from class 9th with the age range of 17, from a joint family, his father owns a mobile phone shop in Karkahno market. He had a serious head injury during childhood consequently mostly his family members, fellows and teachers perceive him as a fool. The child is realized about his mental deficiency time and again with the things like old

man is still in 9th class. As a result he often misbehaves with teachers and colleagues. Academy authorities often send his complain and once his father turned up, the child shouted at the principal, when the principal started to talk to his father. The extra wealth and parental negligence has become the vital cause in leading this child towards disorder. Corporal punishment has been strictly prohibited in the school but there are certain instances when principal himself used stick. Once, more than 100 kids turned up late in morning, principal ordered his discipline in-charge to use stick in his presence. This variance in the statements and practicality has become major source of inspiration for the children to deny the authority of the principal.

Children took administrator, as collector of fee, a business figure who earns through their fees. The administrator who is the younger brother of the principal also physically punishes the children during his round of the school. Thus the children fight with the son of the above mentioned person in order to take revenge and often ridicule his acts while he takes round of the school.

4.3 Attitude with the teachers

The children showed extreme disrespect and aggression towards their teachers. They denied all the notions of a teacher's respect. The students often abuse discipline in-charges, make his foul names and mimic at his back, sometimes even in front of him. A student from class 7th shouted after his in-charge as MUNNA BHAI, other in-charges were famous with the names of BUGGTI and PANDATS.

Once, the discipline in-charge of the unit C was on leave, and another teacher was there to replace. On monthly inspection of hair, he found the hair of a student more than allowed. So he asked him to go for the hair cut. The student refused to obey, the teacher insisted but he refused again. At last they end up when the student held the teacher from

his collar shirt and abused. The principal sent the teacher on one week's forced leave where as the student remained in the school. The student has a tallest stature among all the students of class falling in the age of 16 years and from renowned business family. There were rumors regarding earning of black money about his father. School staff and children have the perceptions of death threats if that child got expelled. His family does not even turn up. Such type of elements may bring aggression in the adolescents. Throughout my stay in the academy children taunted in low tones, whenever he asked students to maintain discipline, *pehaly uss ko tou qiada sikaho* (first teach him the discipline lesson). They always roam in the school shouting with cane sticks in their hands.

The attitude of the children with class in-charges was better. They took them as their own and rebelled against the other teachers. They took other teachers as their bought 'commodities', always inquire from them and their colleagues about their pay and tuition. They frequently complain against the teachers whenever they are over burden with homework or threat teachers to make complain against them. The students of class 9th complained against irrelevant teaching which consequently waste their time. Wherever teacher held the view that I just give them extra homework and used the board to teach them some extra things about the topic. The teacher got warning letter without inquiring in to the matter.

Another teacher got dismissal from the job because a student complained against him that he has used obscene language. Principal excused of having threats from the family of the students. Students often threat teachers that they will make complain against them. Children have made foul names against the teachers which, they cherish at their backs e.g. Rooh, Quaid-e-Azam, Wajpai, System etc.

Education minister for NWFP acted as the chief guest in the prize distribution ceremony after the sports gala. After the ceremony the guest was served with lunch and teachers are advised to stay with the children. While the guest of honor was having lunch students made teachers to realize their low prestige and esteem in the eyes of principal. This incident left great impact at the unripe minds of the school children. Children developed a stereotype about the teachers that they are from low strata of society.

Wealth, no fear to children from school rustication, tall postures of students, less authority of teachers, constant change of teacher are the factor which have become a valid reason behind their disrespect.

4.4 Attitude towards younger siblings

The attitude of the children towards their younger siblings is quite loving and caring. In the academy children often help their younger brothers in fight. The younger use the name of their elder siblings as a threat to the class fellows. A lot of fights came under observation due to younger siblings among the students, daily after the school timings in front of school; one fight was ready between the children of 7th to 10th. A student from class 7th with age of 12 has extremely aggressive attitude with his younger siblings, because the attitude of his elder brother and sisters was also aggressive. The age difference between them is not remarkable enough to bring him in the category of elder. In class the child the aggressive attitude of fellows and even teachers which led to develop inferiority in the personality, i.e. he can not fight with or beat his colleague. 14 years old child of class eighth has aggression towards his elder sisters, as his nourishment process is same like sisters. He is not allowed to go out or play with the boys, go to market only with mother and even don't have the pocket money. His father severely beats

him if he tries to fight with the sisters. Consequently the child has a pray to stammering and lack of confidence; used to weep or complain to teacher. He don't show any love towards his family except mother. He tries to fight with his sisters in the absence of father. The child have the single family structure through which only parents give their attention to the child which is sometimes fatal for the personality of the child.

Thus attitude with siblings become tremendously hostile. There must be a marked age and physical difference between elder and younger siblings that would be essential to build a healthy younger elder perception and relationship between them.

4.5 Attitude in anger

Generally children give a threat or complain to teacher whenever any body teases them. They just slap once or twice. When asked about attitude during anger, 61% replied that they often or never harm others but others 39% try to harm other person. Children behave extremely furious in anger; they throw and break objects which come in front during anger. They try to beat the opposite person during anger. Often children do not prefer to use the helping material which hurts other. Children have full pride over their physical power and they often showed their muscles to each other. The children felt it negative i.e. weakness in their body power, if anybody uses stone, bat, brick or small knife during fight. Some children often used their waist belts or iron 'Mukka'. Mostly children used their own physical strength and they prefer to behave, the way heroes do in the action stunts in the movies. Another issue, praised by other students and considered as the sign of manliness, is to make the other person bleed during fight. Wrestling is extremely popular in the school. They idealize the wrestlers and mainly Batista is the favorite. They frequently copy the stunts of those wrestlers. This also leads to fight if any

body gets hurt from the action. Number of students preferred to play with the toy gun as it is provided to the boys by parents. Guns and pistols are considered as the signs of manhood in the Pushtoon society. Children idealize their elders using such possessions. Due to elderly influence during anger children wish for pistols or guns.

4.6 Attitude towards animals

The general attitude towards animals is quite cruel and harsh in the children. Children often throw or kick the cats in the school. Little puppies are dragged by the children after the school timings. They throw stones at the road side donkeys and dogs. Children throw their pet's cage while the pet remains in the cage during this process. The attitude of the children is extremely aggressive. School authorities have put some cages of birds in the school but whenever children get chance they tease them with sticks and any thing available at the spot. Animals which are productive, who give milk and their flesh can be used to eat i.e. buffalo and cows. The sacrificial animals are respected dully as they are for the occasions of the holy Eid. Other animals are considered as 'Zanawar'. Children often use this term, 'Da Zanawar Dy' to humiliate their fellows.

4.7 Orientations towards movies

The children have inclination towards movies and the glamorous life of media. 54% watch romantic, 24 % action and other 22% either don't watch or watch porn movies. They idealize the film characters and try to mimic them. Children brought their copies pasted with the pictures of the heavily armed actors. They often paste their pictures at the backs of each other in school. As the obscene material available easily from the Karkahno mark, most of the children got the first hand knowledge from their

class fellows and some through their elder brothers. A 16 years old child from class 9th brought stickers and posters of heavily armed actors and semi nude posters of actresses with obscene scenes, distributes the material in the colleagues and often tries to mimic the actors. He has also trained his younger brother for such type of activities. They live in single family structure with excess of wealth. Their parents remain busy in business and social activities. This provides a chance to easily watch any stuff. They often invite their friends when a new movie comes. Inspired from movies one of them has an affair with the girl living next door. Lack of proper check and balance on the part of their parents has let the inclination towards such type of development in their personality.

A consistent exchange of movies, wrestling and games cds remain among the children during the school hours against the prohibition on such type of material from school authorities.

4.8 Sexual activity

Any kind of sexual activity and the watching of the obscene material are strictly prohibited by elders. Children manage to go for that in the absence of their parents and invite their friends as well. The children who have their computers in drawing or guest rooms, where the mother don't access, indulged in to the sexual activity. The children practiced any kind of sexual activity with the permission of the partner. The children, as the off timings starts opt their way to home via girls branch. The children in hostel are indulged in sexual gossips and activity as well. The students of the senior classes try to molest the junior students. Consequently senior students are strictly prohibited to visit the rooms of junior students. Students love to watch romantic Indian movies. Internet clubs also put the children at ease to watch the porn material. During school timings they

perform certain acts which show their inclination towards the sexual activities. Child was touching the buttocks of his friend with his hands, while every body else was busy in watching the volley ball match. Orientation towards homo sexuality of the child becomes obvious if he roams with his juniors or handsome guys instead of his class fellows. A child told me about his inclination toward a female teacher, who has left the school. One 18 years old child of class 10th has sexual relations with his girl friend. Some times students brought CD's for their friends and their exchange take place silently. Thrice during my field work teachers caught cd's from the bags of the kids. Students also bring mobile phones in school. During my stay few mobiles full of sexual text, clips, and pictures were caught from the children. This phenomenon of sexual activity is present in the students but it is not forced in nature. The activity is with dual consent of partners. So this does not come under the umbrella of conduct disorder. The sexual activity is instinctive in nature but its knowledge in early age is due to the electronic media i.e. internet and cds. The students living in joint family system have problems of excess due to large number of family member and timely check. Where as the single family structure facilitates the child in this regard and most of the students watch porn stuff or indulge in to such type of activity in the houses of friends where parental check is not strong.

4.9 Attitude towards property

The children are taught to safe guard their property and belonging. The element of possession is very much prevalent in the society. The students harshly damaged the school property. As it was asked from the students about the property damage 40% answered about the school property and other 60% replied of damaging the neighbor or school property. They have developed ideas of fear and hatred about the school. They

say that we pay fee to the principal and facilities are less that's why we are damaging the school property. They write the on the walls of toilet and corridors. The write at the school furniture, damage it as well, and have the orientation of tearing the copies of others. Students often take copies of their fellows to complete the missing lectures and hold it permanently. On afterwards inquiry they blame the other, reminding of his previous injustice. They often lie, that they haven't took his copy. In the end to make it very clear to the other child they would just say, 'akhpal kar kawa mara', do your own work.

4.10 Element of lie:

Children often lie in front of their parents and teachers. This is the indicator of extreme disrespect, according to the patterns of Pushtoon culture. As this study was conducted in the school so the clear evidence of the Child's lie at home can't be provided, it only entertains their statements at school or only those parents that have been reported. They lie to the parents in order to get more money, visit friends, and hide academic results and to play outside house in the evening. The children like to go out at night but parents creat hurdles, consequently they just lie about a friend's party or any other type. They make excuses in front of teachers for homework. The students often do mischief and in order to avert punishment make alliances and just tell lie. They lie of their bad health, head ache in order to avoid class work and rest in the school dispensary consequently school authorities have to change the rule. A student of class 7th came with a bandage around his chest and claimed stagnation of the neck because he was hit hard by his colleague. When his bandage was removed, his screech less body appeared. It was an excuse in order to punish the other guy and take rest in the dispensary. Their statements in front of the teachers and parents often contradict. 34% replied of making the excuses

out of the fear of the punishment, 27% to benefit and remaining 34% for other miscellaneous reasons. As the result they just get severe punishments from their parents in single family and uncles in the joint family system. 54% children are beaten by either parents or elder siblings, whereas 46% got physical punishments from their uncles, i.e. father's brother often. There are certain examples of the lies or excuses, in Ramzan a child from class 7th go out for Tarawih, roamed around and went back to home when the time for Namaz-i-Tarawih ends. There are certain students of class 10th who had made a study circle, to deceive parents and escape from study under the strict supervision of their parents. Children just smoke and gossip during the study hours in the study circle. Student lies to his parents for pleasure only. There is an incident, a student of class 7th daily comes for school but remained absent for week, then school authorities contacted his parents the truth got clear. That child was used to go to snooker clubs and watch porn movies with his friends.

4.11 General attitude:

The other general attitudes of the children about their conduct was checked, honesty about colleagues and class rooms objects. The general aptitude about lending is with permission. The children think vice versa, friends are not asked for their things; they are just taken with or without their permission. 39 % replied positive and 61% negative of the above mentioned phenomenon. Where as 19% replied positive and remaining 81% negative regarding taking the class room objects to home. Students take chalks to homes, write at the walls of their houses which creates problem for the parents. Children often hit each other or even teachers with chalks. The students hold the view that they have paid for everything of the school so it is their liability to get things home.

Chapter No 5

Causes of the disordered behavior

In previous chapter, the cross comparison between expected normal behavior and the behavior of a disordered child is discussed. There are many factors which collectively contribute in shaping the impaired personality of child. It is a gradual process which has lot of manifolds in itself. The cliché to all this process is the family atmosphere in which child is nourished. As child grows his/her interaction with his/her peers and siblings add to the personality. At this level the child gets an introduction with the economic status, parenting styles, family roles and peers. As the child further grows, enters in to the community and gets opening in to the economic resources and school, norms and values of the society. Thus gradually child comes out of the natural shell and opts for man made things. All the above mentioned factors have deep influence on the personality of child. In other words he changes from nature in to nurture. There are certain causes behind the disorder personality of the children. These factors are as under

5. Wealth

Wealth is the most important element during these days world. It has brought materialism to the society. Hayatabd is the posh area where lives economically stable families. The students coming from the tribal area also have strong economic background. Among the students more than 60% belong to business families. The children get excessive amount of money. They use that money in buying posters and stickers of film actresses and actors, porn stuff, cards or other useless stuff which attracts them in the Karkahno

market. They also bring mobile phones in their bags though the use of mobile phone in school is strictly prohibited. Some students roam around in the city, mostly in the Sadar with friend or cousins. The pocket money remains un-checked by the parents. Students often take more if they finish the given before time.

5.1 Lack of interest by parents

Pivotal cause of the disordered behavior is the negligence on the part of the parents. Urbanization has made life rigorously fast and most of parents of the children in the sample population have business back ground. The school authorities often send complains against their children and in response only 5% parents turned up. Parents propagate that the fee is been paid so now it is the responsibility of the school authority to discipline their children. Adding to this they say the tuition is being arranged fo the children, As a consequence we have fulfilled our responsibilities. The children spend most of their time in the school and it is the responsibility of the teachers to teach.

School authorities; arrange a parent teacher meeting so that parents can interact with the teachers about their children. But only two or three parents per class turned up. On the prize distribution ceremony at sports gala only 20 chairs were arranged for the parents of children and only 15 parents responded. Once a father of class 6th guy came in the school after his 6th report was sent. The father of the child held the view that it's the responsibility of the teachers as I have arranged a tutor for my child as well. Whereas teachers responded that home wok is the responsibility of the parents and he never do his home work. Neither his uniform is tidy nor do his books complete in bag. His daily dairy is un-checked. He brings radio or walkman from home and is un-checked.

The father of a child in class 7th came to school when school authorities called him due to continuous absences of the child from the school. He said that he daily comes in uniform

for school but remained absent for month. It is the responsibility of the school people to inform them. In contrast to his view school authorities said that it is the parents who should keep a check on their children and contact the school for the progress of their child.

Parents from their busy schedule can't give proper attention to their children as a result their behavior become disordered.

5.2 Use of force

Parents often punish the children physically. Teachers are restricted to punish the children but the principal and administrator do. There is a contradiction in enforcing the rules and it following, leads to the development of dual standards in the children. Teachers also often break this rule and physically punish the children. Parents also physically punish the children. A child from class 7th got severe strokes at his back from his father. Majority of the students get physical punishments from their elders or parents. Even in school apparently it is prohibited but under hand it is being done. Unit in-charges often use stick to punish the children remained unchecked. Children often criticize or taunt teachers over their state of being questioned if children make complain against the teachers.

5.3 Media

Media plays an important role in the personality building of children. Children have access to both electronic and print media. Media deeply influences the children, get inspirations from the roles played by different actors. Media has enhanced the sexual corruption among the adolescent children, for example during calluses students were asked about their access to internet and cable. After that they were asked to draw some

pictures and most of the students ended up in drawing the pictures depicting sexual orientation. In the class most of the students were into the porn movies and porn stuff. Students really waste their time at the internet clubs, surfing for explicit content instead of the sites which can help them in their academics. During field work students were asked to choose the topic for the discussion in the class 9th. The students choose 'internet' as the topic. After that students were asked to suggest academic sites and most of them named the sites containing pornography and nudity. In some other classes this activity was repeated and the students responded the same. In fact in some classes students loved to discuss the porn material.

Un-ripen minds of the students get attracted very easily towards the sexual content along with violent attitude which they see in different movies. These fanaticized thoughts become the part of unconscious when their hidden motives are not fulfilled, it acquires various forms such as mental frustration, aggression, depression and deviation from the ethical peripheries of the society, which not only creates problems for them but for all the other people associated to them.

Media has made them more relaxed in their approach rather searching out for the truth. Most of the children rely on the information which is provided to them through various resources without knowing that which is the reliable source.

Television along with the computer has acquired the role of their parent in many families. Most of the children prefer to spend their time in front of the television and computer rather than having a learning episode with their parents or elders. For them these media equipments are handier for them than the valuable experiences of their elders.

5.4 Negligence by teachers

Apart from the parents, teachers also show lack of interest in the progress of the students. The teachers often take class bit late. The teachers often spend time in class in gossips and other extra activities. Students often go out for various purposes or roam around in the class in the presence of the teachers. They are not able to create interest for the students in the class. The teachers take classes as burden on them

There are certain reasons which have become the main cause of lack of interest on the part of the teachers. There are certain reasons behind the negligence.

5.4.1 Low pay

The teachers are very low paid. In routine a teacher has to take 32 lectures average in a week. Other extra classes are besides this. In return the teachers are paid in range of 4000 to 5500 Rs. Where as the academy owes badge of senior teachers, retired from other educational institutes, and are paid 7000 Rs to 10,000 Rs per month.

5.4.2 Low social and economic status

The prime reason is the economic condition of the teachers. Data about the social and economic background of the teachers was also collected and it was observed that most of the teachers came from very low economic background.

There are certain categories among the teachers. The senior teachers who after getting retired from certain institutions are economically sound and they are paid more than the junior teachers.

Where as the junior teachers came from economically low status. The average income of the teacher's family member is less than 500 per month. They belong to joint or extended joint family systems where it becomes extremely difficult to survive. Most of them living

with their elder brothers or parents, a teacher teaching unit A lived with his elder brother and his family. He said though my brother is too kind but it is difficult to survive in such a situation. Most of the junior teachers are un-married because in this low pay, it is almost impossible to nourish a family. A teacher with an age of 37 was still un-married due to their poor financial conditions. Other teachers who have families always rush for the tuition because they have to feed their family. Ultimately the attention of the teacher deviates from the school work.

There are certain teachers who come from strong social and economic background but the level of frustration among them is quite high as compared to the teachers mentioned above. The reason which lies behind, that they have been through prosperous life and now it becomes difficult for them to live in this way. A teacher who's father was a bureaucrat and has two canal houses in phase II, has done masters in international relations from Peshawar University. He was teaching in the school due to un-availability of the job. Another teacher whose whole family was serving in the air force, teaches the children with quite less attention and motivation.

5.4.3 Lack of respect

The administration of the school deals teachers with extreme of disrespect. Once the administrator of the school said to teacher applied for the leave and indulged in a bit serious discussion, (Domra kho mung ta sweeperan na razi lka sumra chey ustazan razi), teacher come here in great numbers as compared to sweepers.

On the occasion of sports gala, the teachers acted as guests because they were not allowed to participate. No teacher was allowed to welcome the chief guest as he was the minister of the education, NWF P. After the function the food was served to the guests and

teachers were asked to stay in the tent. This resulted in taunts from the students to the teachers Tasu waly mari na laro(why you don't go for the food?) leading a series of laughter by the students.

Teachers are restricted in the school campus during the school hours. Even in their free periods they can't leave the campus, whereas the teachers try to leave for the nearby market through the back gate of the school and often they succeed. Teachers are banned from taking half leave, as the half leave is considered as full a leave by the school administration.

5.4.4 Lack of respect by students:

The students do not pay proper respect to the teachers. They often misbehave with the teachers both in and out side the class. They take teachers as their bought servants. They had a view that we pay fee from that the teacher are paid for their teaching services.

Children show disrespect to the teachers because if they make complain against, the teacher has to bear the consequence. Teachers can not beat the children. The teaching services are commoditized; teachers can be hired for the tuition work at home. The teachers become frank either the students and have marginalized the difference between the teacher and the student. The notion of respect between the teacher and student get diminished. Teachers often ask students to arrange a lunch for them. Often some teachers roam around with the students in their vehicles. Once the vehicle of a student who was roaming around with his teacher, got struck with divider of the road, then the issue came in to the notice of the principle. Ultimately principal has to rusticate the teacher. Students often bring things for the teachers in the school, such as pulao, key chains and stationery items. During papers the children bring a lot of gift items. Some students told about the

phenomenon of arranging dinner for the teachers or providing them with certain gift items, by the students, in order to take the help of the teachers during invigilation or vivo voce examination. The researcher managed with the teachers the oral examination of unit C. during the examination; half of the class asked for the easy questions and in return offered a visit to the school canteen. Some students from senior classes asked to favor their younger brothers, cousins and friends. The students by themselves asked for the favor; some wrote their mobile phone numbers at my wrist, some told orally and those who failed to answer any question requested to pass them and in return all of them offered dinner or lunch.

5.4.5 Job Insecurity and Demotion:

The job was quite insecure in the academy. Certain teachers were dismissed with out notice during the field work. A teacher from the unit C got dismissed without notice as there was complain of lack of interest against him. Certain teachers were sent to the senior class and afterwards demoted without inquiring. Single complain from students can lead towards a dismissal of a teacher.

5.4.6 Lack of Motivation:

The teachers don't get appropriate motivation as consequence of there services in both curricular and co-curricular activities. As there pay is already very low and they don't get any incentives such as bonus, performance, awards. The school authorities snub them when they don't perform their duties whereas they don't get any appreciation when they fulfill their job. This leads to the element of frustration in the teachers. Teachers get termination and warning letters as a result of complains, with out inquiry. Principal

started his career as a school teacher, and established a school after retirement. Why can't he understand the difficulties of the teachers, say the teachers.

All the above mentioned factors lack of respect both on the part of parents and students, job insecurity and demotion, low pay and weak social background leads to the abrupt rotation of the teachers. Teachers always remain in the search of new opportunities and resources. As they get a new chance immediately leave the job and move to the next place. The teachers don't take pain to polish the students. Above mentioned causes stops the development of the bond of affiliation among the teachers and the institution which is the major cause of the motivation for the work. This also blocks the development of the intimacy between the teachers and the students. Students take teachers as impermanent and never love or respect them. The relationship of the trust fails to cope among the students and the teachers. The Students discontinue sharing their inner feelings with the teachers. This also leads to the incompatibility of the teachers students. The teachers take academy as the rest house, in the journey carrier building. The level of compatibility among the teachers and the students remain in the veil because teachers are not capable enough to deal with the students. The teachers deal all the students at equal level. Thus teachers fail to play a pivotal role in the personality building of the children. The proper grooming and learning which a teacher can impart to a student comes to an end at this point and the children with shattered and disordered personalities nourish.

5.5 Family structure

Family structure either joint or single greatly influences the personality of the children. 37.67 % students live as single and 62.38 % in joint family. Most of the disordered students reside in single family. It's easy to befooled the small number of people

in single family. A student from class 8th lies to his parents in Ramzan. He comes out for Tarawih and wonders in the phase. A student from class 7th has an affair with a girl living next door. There are certain students who fool their parents. Apart from above argument, parents living in a single family cannot pay attention to the children as the persons in joint family.

Chapter No 6

Summary and Conclusion

The present case study is conducted in the Frontier Children's Academy Hayatabd Peshawar, under the topic behavioral disorder among adolescent students of different family background. Under the umbrella of conduct disorder the study mainly focuses on the key elements concerning theft, lie, property damage, sexual activity. Adolescent, is also the crucial formative period, prone to the social, cultural and economic factors. As the child born, get surrounded by the family; parents, siblings, parenting style, family roles, values and the economic status. These factors play a key role in the nourishment of the child and provide basis for the personality of the individual. With the course of time the child grows up under afore mentioned factors, comes in contact with other factors at community level. The factors at the community level include peers, informal networks, behavioral norms, values, economic resources and above all the school and other institutions. The child now a grown up adult comes at the societal and cultural level and interacts with the concepts of ethnic and racial identity, values and general attitude, political organization, laws, and behavioral norms. The growth of an individual under these factors starting from the birth of the child till maturity. The child is nurtured under the shadow of the family, gradually interacts with the community, but the societal factors which reflects in the personality of parents constantly contributes a lot in the personality building of the child.

The study is conducted among the total population of 916 adolescent children with age ranges from, 12 to 17 years, in the classes of 6th to 10th. In this study data is collected

through observation, interviews, socioeconomic and census survey forms, key informants and behavior check list, school record, discipline reports, teachers, and the observation.

The families of students with diagnosed conduct disorder are approached and interviewed as well. The teachers and school staff are taken as key informants.

The area of Hayatabad, i.e. the field area, is thickly populated with Pushtoons. The elements of aggression normally lie in the society. The elements of Badal, Malmetsya, Nanwatey, Piaghore and Hujra are the basic elements of Pushtoonwali (unwritten Pushtoon traditional code of conduct). Though the study is conducted in the urban society but the reflections of these traits are present in the personalities of the children as most of them carry traditional background. The expected normal behavior of the children is the code of conduct taught, so the behavior which deviates from this is considered as the disordered behavior.

In the beginning of the study after establishing good rapport with the students and examining school record about their conduct, behavior checklist as the questionnaire helped to point out the students with behavioral deviations.

Most of the children showed normal behavior according to the behavior checklist. The students who showed the disordered behavior have some sort of problem in their family structure. During the nourishment of the children one or the other incident or behavior disrupts either one or the other behavior of the children. The incident or behavior holds such an importance in the life of the child, haunts, and the child behaves accordingly to the attitude developed during that incident.

During aggression the behavior of the children often turns towards the insanity that they try to bleed the other person. This is due to the presence of elements of Paighore and Badal in the society which have left strong influence on the personality of the child.

Children both from tribal belt and some of from settled area, see their parents act in view of these values so these things become the part of their personality. This extremism is followed to fulfill other elements of the un-written code and some times the moral values are torn off as in case of Sawara. Climatic factor as the geography is hard, also plays its part in bringing stoutness in the people. This physical strength ultimately leads towards aggression in the personality of the Pushtoon.

Illiteracy is another factor as most of the people are illiterate and can not nourish their children according to the changing modern circumstances and values.

Other contributing factors in the cause of disorder are parental negligence, excess of wealth, single families, and negligence or lack of interest on the part of teachers, commercialization of education, media, illiteracy on the part of parents, excessive use of force proves to vital causes behind the beginning of the deviation.

Thus from the presence of the above arguments it can be deduced that the disordered behavior depends upon the social circumstances and consequently these circumstances shapes up the personality of the children.

This study will help bring into the lime light the effects of the disordered behavior in the future builders of our nation, that how their education and other things are getting disturbed by their disordered behavior. How the behavior disorders have become hindrance in the socialization of the child. How the social and economic circles are imparting their cruel effect upon the personality the adolescent. It will help to reveal the flaws lies in the social fabric.

Glossary

➤ Akhpal	Relatives
➤ Asar	Prayer time of Muslims in the afternoon
➤ Badal	Revenge
➤ Eid	Holy Muslim Festival celebrated twice a year
➤ Hindko	Language/ second major population after Pushtoons in Peshawar
➤ Hujra	Meeting place
➤ Jirga	Council of the elders to resolve disputes
➤ Jummat	Mosque/ worship place for Muslims
➤ Khel	Sub Tribe/ also used as village name
➤ Maghrib	Prayer time for Muslims according to the sun set
➤ Melmastya	Hospitality
➤ Mukka	Iron Punch wore on the four fingers during fight
➤ Musharan	Elders
➤ Nanawatey	Begging Pardon
➤ Nimaz-e-Taravi	Prayer offered by Muslims during Ramazan
➤ Paighore	Taunt
➤ Pulao	Traditional Puktoon's dish made of rice
➤ Quran-Majeed	Holy Book of Muslims revealed upon the last Prophet (SAW)
➤ Ramzaan	Holy Month of Fasting for the Muslims
➤ Roti	Bread
➤ Shalwar Kamiz	Traditional dress/ National dress of Pakistan

➤ Tajiks	Afgahn immigrants settled in Peshawar
➤ Uzbeks	Afgahni immigrants settled in Peshawar
➤ Waskit	Traditional sleeveless jacket
➤ Zameen	Land
➤ Zan	Women
➤ Zanawar	Animals
➤ Zar	Wealth

List of Abbreviations

➤ F.A.N.A	Federally Administered Northern Areas
➤ F.A.T.A	Federally Administered Tribal Areas
➤ F.C.A	Frontier Children Academy
➤ F.Y.A	Frontier Youth Academy
➤ N.W.F.P	North West Frontier Province
➤ P.D.A	Peshawar Development Authority

Annex

Fee structure

Fee Structure	Admission Fee	Annual charges	Tuition Fee	Computer Fee	Insurance	Miscellaneous	Grand Total
Class 6, 7	4000	2500	4000	2000	100	200	11000
Class 8,9,10	5000	2500	4000	200	100	200	12000
Hostel							19500,
Transport							400/500/60 (according to the area)

(Class charges will be deposited for four months at a time)

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Sr no	Occupation Designation / Type	Other Economic assets		Income				Remarks
		Owned	Rented	Daily	Monthly	Seasonal	Annual	
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

[illegible]

﴿سوالنامہ﴾

☆ نام: _____

☆ کلاس: _____

☆ عمر: _____

☆ والد کا نام: _____

☆ والد کا پیشہ: _____

☆ آبائی گھر: _____

☆ گھر کے کل افراد: _____

☆ زمین بھائی کی تعداد: _____

☆ گھر کی ساخت: اسکے _____

☆ آپ کو دوسروں کا رویہ کیسا لگتا ہے _____

- 1۔ آپ کو دوسروں کا رویہ کیسا لگتا ہے _____
- ☆ جارہا ہے
- ☆ اس کے علاوہ _____
- 2۔ آپ کے ساتھ اپنے ہم عمر بچوں کا رویہ _____
- ☆ خالمانہ
- ☆ سخت
- ☆ اس کے علاوہ _____
- 3۔ آپ کے ساتھ اپنے کم عمر بچوں کا رویہ _____
- ☆ خالمانہ
- ☆ سخت
- ☆ اس کے علاوہ _____
- 4۔ آپ کے جانوروں کے ساتھ رویہ _____
- ☆ خالمانہ
- ☆ سخت
- ☆ اس کے علاوہ _____
- 5۔ کیا آپ دوسروں کو سانی تکلیف پہنچاتے ہیں۔ _____
- ☆ نہیں
- ☆ کبھی کبھی
- ☆ اس کے علاوہ _____
- 6۔ کیا آپ جھگڑے کے دوران بلا، اینٹ، پتھر وغیرہ کا استعمال کرتے ہیں؟ _____
- ☆ نہیں
- ☆ کبھی کبھی
- ☆ اس کے علاوہ _____
- 7۔ آپ کا غصہ کے دوران رویہ _____
- ☆ چیزیں کو توڑنا
- ☆ رونا
- ☆ چپ ہو جانا
- ☆ اس کے علاوہ _____

۸۔ کیا لڑائی میں دوسروں کو نقصان پہنچاتے ہیں۔

☆ ہاں ☆ نہیں ☆ کبھی کبھی ☆ اسکے علاوہ _____

۹۔ کیا آپ کلاس روم کے چیزیں مثلاً چاک، ڈسٹر وغیرہ گھر لے جاتے ہیں؟

☆ ہاں ☆ نہیں ☆ کبھی کبھی ☆ اسکے علاوہ _____

۱۰۔ کیا آپ اپنے دوستوں کی اشیاء بغیر اجازت استعمال کرتے ہیں؟

☆ ہاں ☆ نہیں ☆ کبھی کبھی ☆ اسکے علاوہ _____

۱۱۔ کیا آپ والدین کے اجازت کے بغیر گھر سے باہر جاتے ہیں؟

☆ ہاں ☆ نہیں ☆ کبھی کبھی ☆ اسکے علاوہ _____

۱۲۔ آپ کے موقعوں پر بہانہ بناتے ہیں؟

☆ ہاں ☆ نہیں ☆ خود فائدہ پہنچانے کیلئے ☆ اسکے علاوہ _____

۱۳۔ آپ کو کس قسم کی فلمیں پسند ہیں؟

☆ Action ☆ Romantic ☆ Comedy ☆ اسکے علاوہ _____

۱۴۔ آپ کو کونسا کھیل پسند ہے؟

☆ نشاندہ بازی ☆ کرکٹ / فٹ بال ☆ ریسنگ ☆ اسکے علاوہ _____

۱۵۔ آپ کو کس قسم کے کھلونے پسند ہیں؟

☆ پستول ☆ گڑیا ☆ بلا ☆ اسکے علاوہ _____

۱۶۔ اگر آپ کو دیوار پر لکھنے کا موقع ملے تو آپ کہاں پر لکھیں گے؟

☆ گھر کی دیوار پر ☆ ہمسایوں کی دیوار پر ☆ اسکے علاوہ _____

۱۷۔ راہ چلتے اگر آپ کو کوئی پرس ملے تو آپ کیا کریں گے؟

☆ اپنے ساتھ رکھیں گے ☆ واپس کرینگے ☆ اسکے علاوہ _____

۱۸۔ آپ شام کو گھر سے باہر کتنی دیر تک کھیلے ہیں؟ عصرے لیکر

☆ ایک گھنٹہ ☆ دو گھنٹہ ☆ اسکے علاوہ _____

۱۹۔ کیا آپ گھر میں مار کھاتے ہیں؟

☆ ہاں ☆ ابھی نہیں ☆ بڑے بہن بھائی ☆ اسکے علاوہ _____