

Gender related Problems faced by Females Students in Islamia University Bahawalpur

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Abstract:

There are several problems out there for females in our society among them one of the most important is the difficulties and problems that they face in universities, the same condition female students are facing in Islamia university of Bahawalpur. As we all know that women specially in Pakistan are not too much spotted by their families to go and stand in front of all those problems which are standing in a ground of education the system of education in Pakistan instead of developed countries is not as much smart as they have now, it is time to move our cannons to words the basic condition that we have in Islamia University Baghdad campus. Education is perhaps the single essential measure to ensure a full participation of women in development. Women's participation in all fields of the world has become significant. This study was conducted to identify gender related problems of female students in Islamia University Bahawalpur (IUB). To find out academic issues. To figure out the non-academic issues. To know about issues regarding campus life. The basic purpose of our studies was to find fact and figure regarding female students problems in IUB 52.5% of our respondents were no agree that teachers treat all students equally 55.5% of our respondents does not face any type of biasness in marking 62.5% of our respondents does not face any kind of harassment 71% of our respondents respond that they have female faculty to share their issue 54.5% of our respondents says that they does not face any problem in hostel allotment .

Key words

Key words are Non-academic issues, History of Bahawalpur, History of Education in Pakistan, Financial Problems.

Objectives of the study

This study was conducted: To identify gender related problems of female students in Islamia University Bahawalpur (IUB). To find out academic issues. To figure out the non-academic issues. To know about issues regarding campus life.

Material and Methodology

This research method used to conduct this study is quantitative based on surveys in which the university community (staff and students) participated. As our respondents were literate so keeping in view we used Questionnaire as tool for data collection. The sample population selected for this study is two hundred female students.

1. Introduction

History of Bahawalpur

The princely state of Bahawalpur was founded in 1802 by Nawab Mohammad Bahawal Khan II after the break-up of the Durrani Empire. The city is over 4.51 kilometres long. Nawab Mohammad Bahawal Khan III signed a treaty with the British on 22 February

1833, guaranteeing the independence of the Nawab. The state acceded to Pakistan on 7 October 1947 when Nawab Sadiq Muhammad Khan Abbasi V Bahadur decided to join Pakistan at the time of independence. The predominantly Muslim population supported Muslim League and Pakistan Movement. After the independence of Pakistan in 1947, the minority Hindus and Sikhs migrated to India while the Muslims refugees from India settled down in the Bahawalpur state. Bahawalpur became a province of Pakistan in 1952 and was merged into the province of West Pakistan on 14 October 1955. When West Pakistan was divided into four provinces Sindh, Balochistan, Khyber Pakhtunkhwa, and Punjab Bahawalpur was amalgamated in Punjab. (<http://en.wikipedia.org/wiki/Bahawalpur>).

History of Education in Pakistan

The educational system of Pakistan is among the least-developed in the world. The system was based on the British colonial educational system, which lasted until 1947. In that year, Pakistan gained independence as a result of the partition of the Indian subcontinent into the states of India and Pakistan. The colonial system was elitist; it was meant to educate a small portion of the population to run the government. Despite changes since independence, the Pakistani educational system has retained its colonial elitist character, a factor preventing the eradication of illiteracy. (<http://en.wikipedia.org/wiki/IslamiaUniversity>).

The Islamia University of Bahawalpur

The Islamia University of Bahawalpur (abbreviated as IUB) (Urdu: *جامعہ اسلامیہ*), colloquially known as Islamia University, is located in Bahawalpur, Punjab, Pakistan. IUB is a public sector university. Bahawalpur has always been a seat of higher learning. Uch Sharif (a nearby ancient town) had one of the largest universities in the world where scholars from all over the world used to come for studies. Islamia University has many faculties including Engineering, Pharmacy and Alternative Medicine, Science, Arts, Languages, Social Sciences, Business and Information Technology. The university is currently Ranked at No# 08 in General (Large) category of HEC universities

ranking of 2013. (http://en.wikipedia.org/wiki/Education_in_Pakistan)

Problem Faced by Female Student

There are several problems out there for females in our society among them one of the most important is the difficulties and problems that they face in universities, the same condition female students are facing in Islamia university of Bahawalpur. As we all know that women specially in Pakistan are not too much spotted by their families to go and stand in front of all those problems which are standing in a ground of education the system of education in Pakistan instead of developed countries is not as much smart as they have now, it is time to move our cannons to words the basic condition that we have in Islamia University Baghdad campus. Education is perhaps the single essential measure to ensure a full participation of women in development. Women's participation in all fields of the world has become significant. Student life is full of charm and enjoy and every one who is in practical life always miss his/her student life. But with lots of joys and fun student life is also have some challenges and problems. The students of developing countries like Pakistan have lots of problems, as financial problems, poor transportation system of Pakistan, language barrier, insincere teachers and many more problems. Some students didn't get admission in their desired colleges or in desired study programs. In spite of all these problems and challenges the student life is best period of everyone's life. Some problems faced by students are given below.

2. Objectives

This study was conducted: To identify gender related problems of female students in Islamia University Bahawalpur (IUB). To find out academic issues. To figure out the non-academic issues. To know about issues regarding campus life.

3. Literature Review

1. Socrates: "Education means the bringing out of the ideas of universal validity which are latent in the mind of every man".

2. Plato: "Education is the capacity to feel pleasure and pain at the right moment. It develops in the body and in the soul of the pupil all the beauty and all the perfection which he is capable of."

3. Aristotle: "Education is the creation of a sound mind in a sound body. It develops man's faculty, especially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty of which perfect happiness essentially consists."

4. Rousseau: "Education of man commences at his birth; before he can speak, before he can understand he is already instructed. Experience is the forerunner of the perfect".

5. Herbert Spencer: "Education is complete living".

6. Heinrich Pestalozzi: "Education is natural harmonious and progressive development of man's innate powers".

7. Friedrich Willian Froebel: "Education is unfoldment of what is already enfolded in the germ. It is the process through which the child makes internal external".

((<http://www.preservearticles.com/201105056299/meaning-and-definition-and-concept-of-education.html>))

Women's Education in Pakistan

Education in Pakistan is overseen by the Ministry of Education of the Government of Pakistan as well as the provincial governments, whereas the federal government mostly assists in curriculum development, accreditation and in the financing of research and development. Article 25-A of Constitution of Pakistan obligates the state to provide free and compulsory quality education to children of the age group 5 to 16 years. "The State shall provide free and compulsory education to all children of the age of five to sixteen years in such a manner as may be determined by law". The education system in Pakistan is generally divided into five levels: primary (grades one through five); middle (grades six through eight); high (grades nine and ten, leading to the Secondary School Certificate or SSC); intermediate (grades eleven and twelve, leading to a Higher Secondary (School

Certificate or HSC); and university programs leading to undergraduate and graduate degrees. In Pakistan, girls face some of the highest barriers in education. It has been estimated that nearly 62 percent of out of school girls are unlikely ever to enroll in schools as compared to 27 percent of boys in the country. 43 percent of women faced religious discrimination at workplace, educational institutions and neighborhood. Pakistan is committed to spending at least 4 percent of GDP on education. Traditionally, women are considered as an asset of males of the family. So these males are responsible for taking decisions of their lives. In most cases, males do not allow their sisters or daughters to go to schools or universities. Additionally, some families do not like their daughters to study in co-education institutes thus depriving them of higher education. Parents do not want girls' education. ((<http://www.pakistanoday.com.pk/2012/04/28/comment/editors-mail/lack-of-education-is-adversely-affecting-girls/>))

Pakistan is a Muslim's country

The dominant religion is Islam about 96 per cent of the population is Muslim, which like all religions urges men and women to acquire education. In Islam, it is clearly mention that it is obligatory for every man and woman to receive quality education. This clearly states that women should receive education. There are several issues and causes of education problems for girl children in Pakistan

Male preference

Parents favor the education of their sons over their daughters. Whenever there is a tradeoff between boys and girls for sending school; parents prefer to expend on boys education as they are they future earning hands of their families. Typically, education of a boy is desirable even for the most disadvantaged people and those who live beyond the designated settled areas. However, education of a girl is not necessarily desirable because any investment made would not bear fruit for their family since girls leave to live with the family of their husband.

Fear of extremists

In Pakistan, Extremist groups are against girls and women education as well as they have given threats and threatening letters to several Governments and private girl schools for stopping girl education. Women are not allowed to step out of their houses. If they are allowed to go out they have to be covered in heavy burqas from head to toe. In short, women, which are 51 percent on the country's population, have been forced to just bear children for their husbands and remain within their houses for cooking and cleaning.

Fear of losing power

Local landlords oppose girls' education out of fear of losing power. Whenever the Government and non-government take steps to open formal and informal schools in rural and backward areas where they rule, the landlords oppose such measures, apparently out of fear that people who become literate will cease to follow them with blind faith. In this condition unfortunately, the government has not so far taken any steps to promote literacy or girls education in these areas. Frequent changes in education policies. Our governments have announced different plans and policies to promote literacy, especially among women, as Governments have announced various programs to achieve its educational objectives but they have been unable to translate their words into action because of various social, cultural, economic and political obstacles. (Ismail S.)

4. Material and methodology

Objectives

This study was conducted: To identify gender related problems of female students in Islamia University Bahawalpur (IUB). To find out academic issues. To figure out the non-academic issues. To know about issues regarding campus life.

Geographic universe (Target Area)

Geographic universe was Islamia university of Bahawalpur Bagdad uljadeed campus

Human Universe

Female student of IUB bagdadul jaded campus

Sampling

We have chosen stratified simple random sampling method of sampling that involves the division of a population into smaller groups known as strata. In stratified random sampling, the strata are formed based on members' shared attributes or characteristics. A random sample from each stratum is taken in a number proportional to the stratum's size when compared to the population. These subsets of the strata are then pooled to form a random sample.

Data collection Tools

Method of devising tools for data collection is called instrumentation as our respondent were students that's why we use questioner as a tools for data collection.

Pre-testing

Before starting full fledge expedition of data collection pretesting was carried out to check the effectiveness and reliability of design data collection methodology pre-testing provide us the basis to evaluate the accuracy and effectiveness of the tools .

Data collection

After pretesting data was collected from Islamiauniversity Bagdad Ul Jaded campus for the sake of faster and smooth working we further divided our group into two groups we distribute 200 questioner equally among every group members .

Data sifting

After the collection of required data sifting of data was carried out in order to remove useless data in short data sifting refers to sift relevant and require data out of useless data.

Data editing classification

The ultimate purpose of the editing or calcification was to make sure whether all the question were being reported or not and if any of the question was left un answered after editing we classifieds hold data into several homogeneous classis

Data codification

After the arrangement of data into homogeneous classes we codified hold data into numerical and statistical form

Data sheets\Dummy tables

After codification scattered and codified data was put into tally sheets the purpose of tally sheet was to prepare dummy tables

Tabular and graphical presentation

After the tally sheets data was presented through table and graphs. And the data given in the tables was descriptively interpreted.

Report writing

It was the final phase of our research procedure. The report writing consisted of the following chapters,

- Acknowledgement
- Abstract
- Introduction
- Literature Review
- Research Methodology
- Data Analysis
- Study finding
- Conclusion
- Appendix

4. Results

Table No. 1 Updated Knowledge Of teachers

Option	Frequency	Percentage
Yes	118	59
No	82	41
Grand total	200	100

The table carries figures about respondents are teachers exhibit content knowledge in classroom? 59% of our respondents responded YES and 41% of our respondents response NO

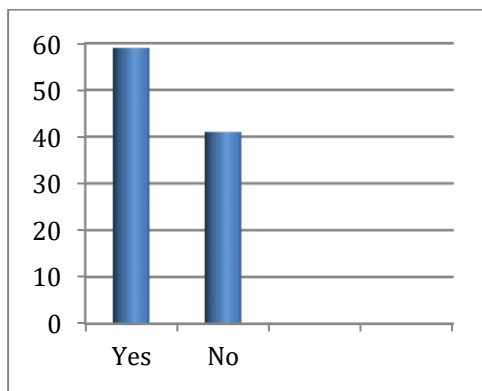


Figure No. 1 Updated Knowledge Of teachers

Table No. 2 Equal Treatment By Teacher

Option	Frequency	Percentage
Yes	95	47.5
No	105	52.5
Grand total	200	100

The table mentions that are teachers treat all students equally 47.5 % respondents response YES and 52.5 % says NO

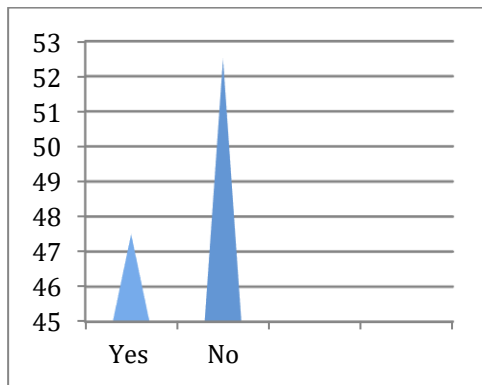


Figure No. 2 Equal Treatment By Teacher

Table No. 3 Satisfaction with syllabus

Option	Frequency	Percentage
Yes	110	55
No	90	45
Grand total	200	100

This table is about the satisfaction of students about syllabus taught in IUB 55 % respondents response YES and 45% says NO

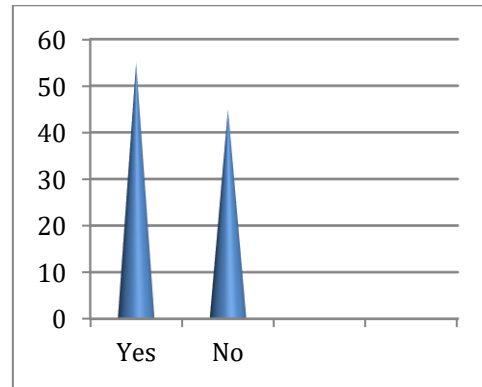


Figure No. 3 Satisfaction with syllabus

Table No. 4 Lecture duration

Option	Frequency	Percentage
Yes	142	71
No	58	29
Grand total	200	100

This table shows figures about lectures appropriate timing 71% respondents are satisfied with lectures timing and 29% were not satisfied

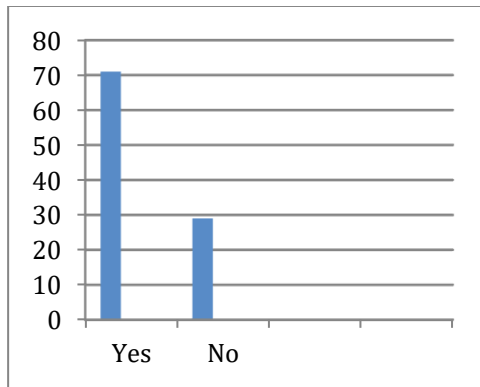


Figure No. 4 Lecture duration

Table No. 5 Relevant books in Library

Option	Frequency	Percentage
Yes	135	67.5
No	65	32.5
Grand total	200	100

The table carries data about relevant books in library 67.5% respondents were satisfied and 32.5% respondents disagree with it

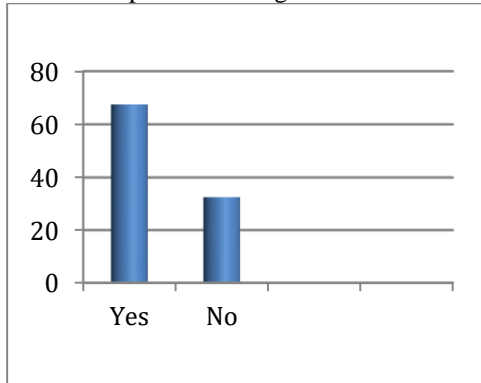


Figure No. 5 Relevant books in Library

Table No. 6 Medium of instruction

Option	Frequency	Percentage
Yes	107	53.5
No	93	46.5
Grand total	200	100

This table shows that who many respondents are satisfied with the medium of IUB 53.5% respondents were satisfied and 46.5% respondents were un satisfied with the medium of IUB

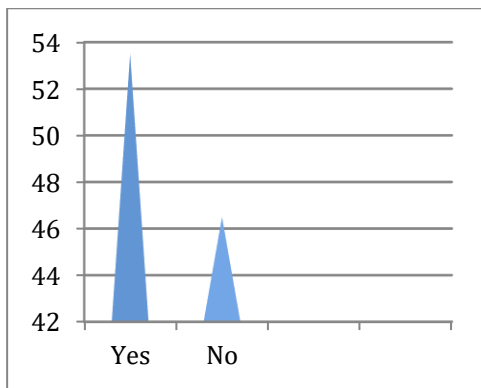


Figure No. 6 Medium of instruction

Table No.7 Biasness in marking

Option	Frequency	Percentage
Yes	111	55.5
No	89	44.5
Grand total	200	100

The above drawn table tells that who many of our respondents face biasness in marking 55.5% respondents respond Yes and 44.5% respond No

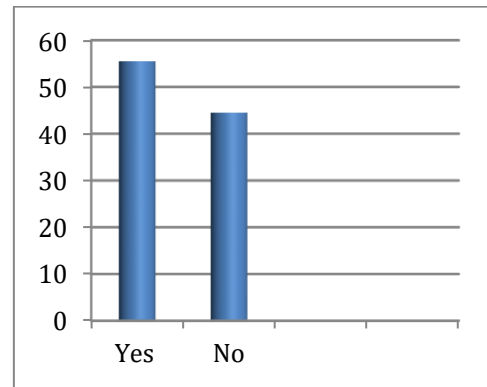


Figure No.7 Biasness in marking

Table No.8 Extra time by teachers

Option	Frequency	Percentage
Yes	130	65
No	70	35
Grand total	200	100

The table throws light on this question is your teachers give time to you apart from your lecture 65% respondents says Yes and 35% says No

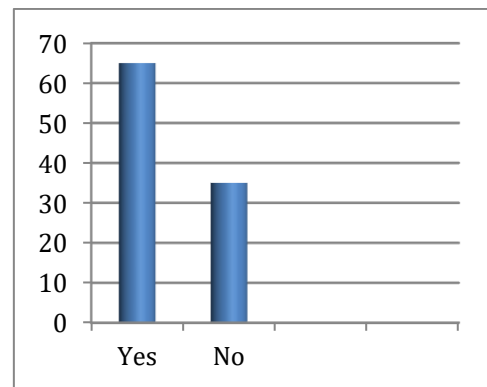


Figure No.8 Extra time by teachers

Table No.9 Overloaded by assignments

Option	Frequency	Percentage
Yes	123	61.5
No	77	38.5
Grand total	200	100

This table shows the results about overloaded barden of assignments and presentation face by respondents 61.5% of our respondents says that they are overloaded with assignments and presentation and 38.5% of our respondents says that they are not overloaded with assignments and presentation

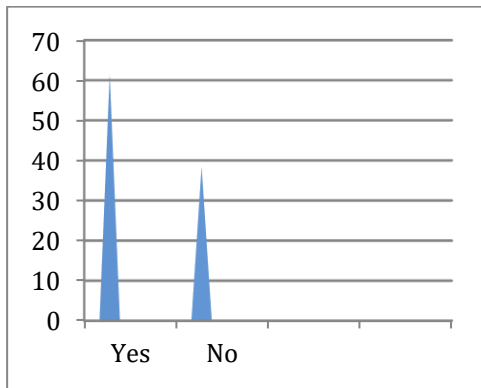


Figure No.9 Overloaded by assignments

Table No.10 Class participation

Option	Frequency	Percentage
Yes	146	73
No	54	27
Grand total	200	100

This table is about the participation in class discussion 73% of our respondents participate in class discussion and 27% says they do not take part in class discussion

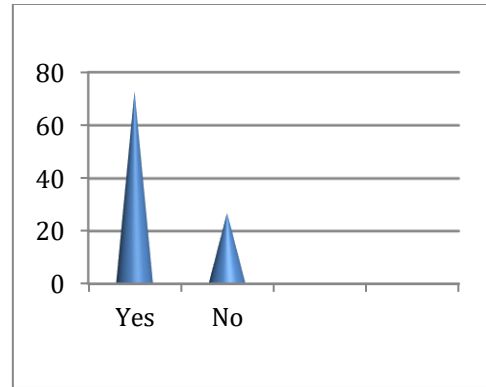


Figure No.10 Class participation
Table No.11 Availability of female faculty

Option	Frequency	Percentage
Yes	111	55.5
No	89	44.5
Grand total	200	100

This above drawn table carries data about respondents excess to female faculty to share there issues 55.5% says yes they have excess and 44.5 say NO excess to female faculty

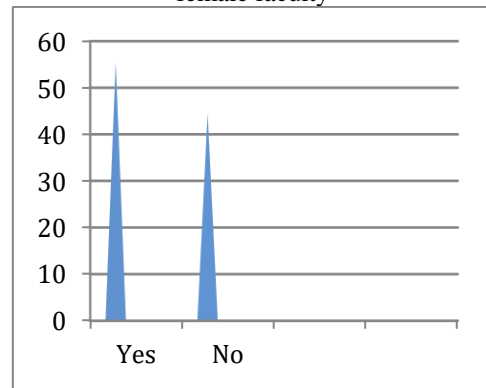


Figure No.11 Availability of female faculty

Table No.12 Cooperation by Clarks

Option	Frequency	Percentage
Yes	97	48.5
No	103	51.5
Grand total	200	100

This table shows the result about clerical staff co-operation 48.5% respondents say Yes and 51.5% says No

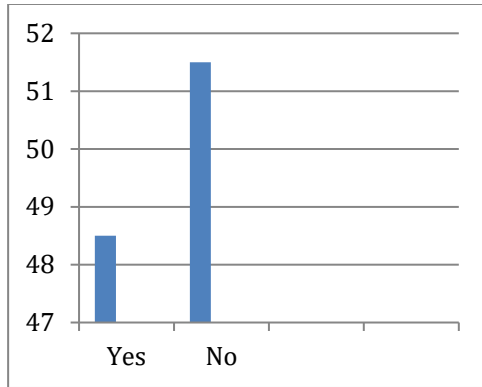


Figure No.12 Cooperation by Clarks

In this table 69.5% of our respondents says that they get notes after lecture and 30.5% says that they will not get

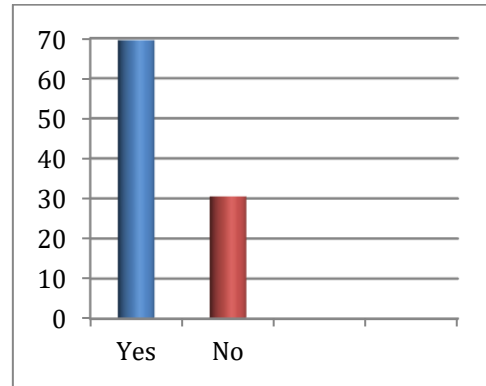


Figure No.14 Availability of handouts

Table No.13 Frequent change of teachers

Option	Frequency	Percentage
Yes	111	55.5
No	89	44.5
Grand total	200	100

This table carries results about studies which are affected by frequent change of teachers 55.5% respondents were agree with this and 44.5% are disagree with this

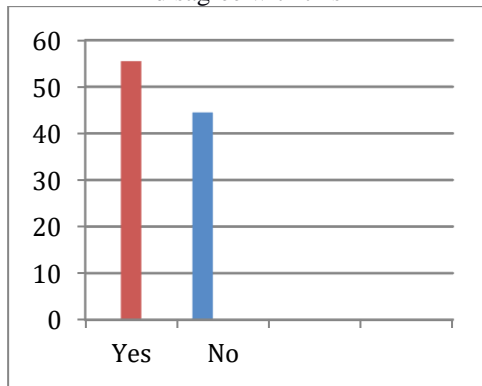


Figure No.13 Frequent change of teachers

Table No.14 Availability of handouts

Option	Frequency	Percentage
Yes	139	69.5
No	61	30.5
Grand total	200	100

Table No.15 Financial problem

Option	Frequency	Percentage
Yes	92	46
No	108	54
Grand total	200	100

The above drawn table carries figures about financial problem of responded 46% of our responded says that they have financial problem and 54% responded says that they have No

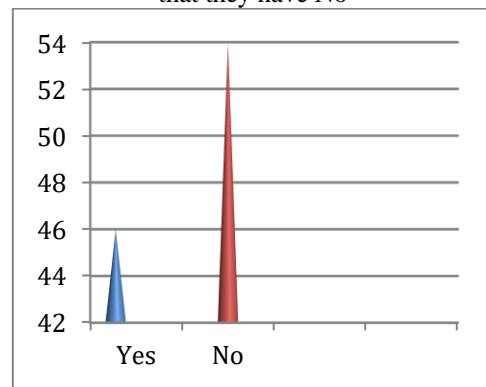


Figure No.15 Financial problem

Table No.16 Problem in hostel allotment

Option	Frequency	Percentage
Yes	91	45.5
No	109	54.5
Grand total	200	100

Grand total	200	100
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The table throws light on problems face by responded during the allotment of hostel 45.5% of our responded face this problem and 54.5% responded does not face any type of problems

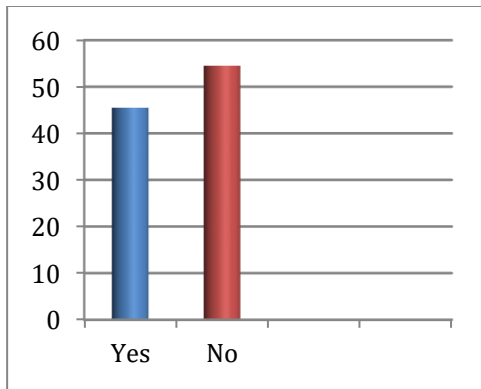


Figure No.16 Problem in hostel allotment

Table No.17 Separate transport facilities

Option	Frequency	Percentage
Yes	105	52.5
No	95	47.5
Grand total	200	100

The table bears information about separate transportation service to reach university for responded 52.5% responded were agree with this and 47.5% disagree with this the separate transportation service provided by university

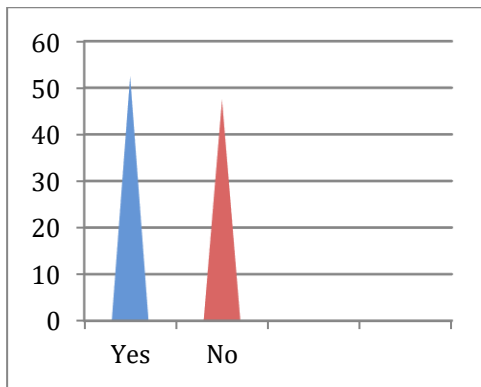


Figure No.17 Separate transport facilities

Table No.18 Time for rest

Option	Frequency	Percentage
Yes	95	47.5
No	105	52.5
Grand total	200	100

This table contains information about enough time to relax after university time 47.5% says Yes and 52.5% says No

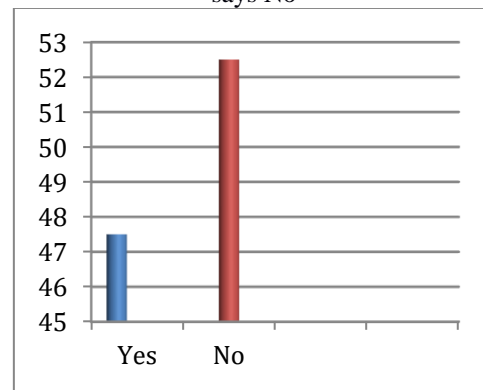


Figure No.18 Time for rest

Table No.19

Option	Frequency	Percentage
Yes	119	59.5
No	81	40.5
Grand total	200	100

The above drawn table tells about the result of respondents weather they get proper time from Dr and dispensary in IUB 59.5% were agree with this and 40.5% respondents were disagree

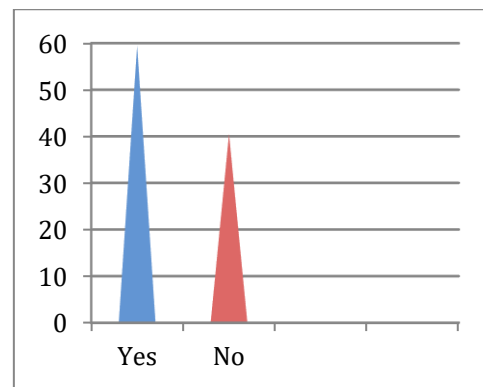


Figure No.19

Table No. 20 Access to market

Option	Frequency	Percentage
Yes	144	72
No	56	28
Grand total	200	100

The table throws light on a problem and the problem is access to market 72% respondents have access to market and 28% respondents say that they do not have access to market

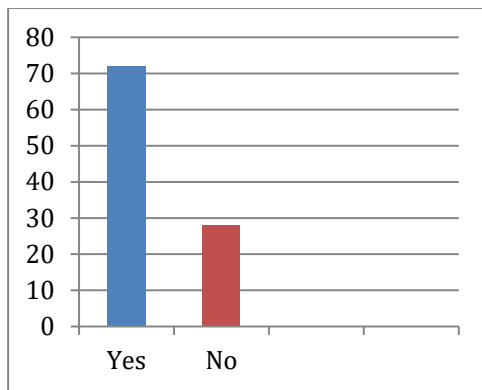


Figure No.20 Access to market

Table No. 21 Facilities of co-curricular activities

Option	Frequency	Percentage
Yes	82	41
No	118	59
Grand total	200	100

This table contain data about separate facilities for the co- curricular activities 41% says Yes and 59% says No

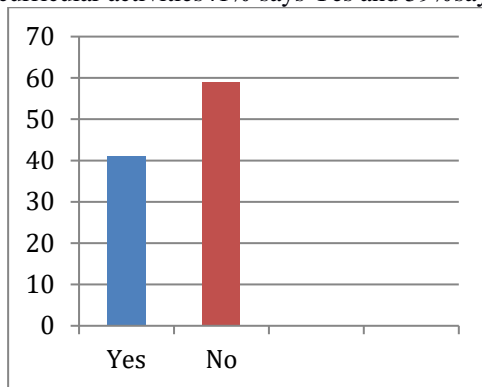


Figure No. 21 Facilities of co-curricular activities

Table No. 22 Quality food in Mess

Option	Frequency	Percentage
Yes	75	37.5
No	125	62.5
Grand total	200	100

The above drawn table carries figure about proper food at mess 37.5% were agree and 62.5% disagree

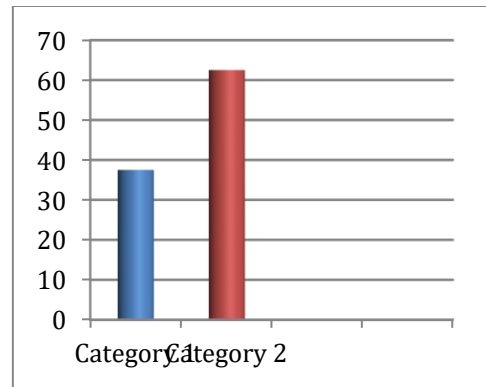


Figure No. 22 Quality food in Mess

Table No.23 Relation with roommates

Option	Frequency	Percentage
Yes	91	45.5
No	109	54.5
Grand total	200	100

This table shows the results of room shearing with roommate in hostel and respondents repose 45.5% were feel comfortable in room sharing with their roommates and 54.5% were disagree with this

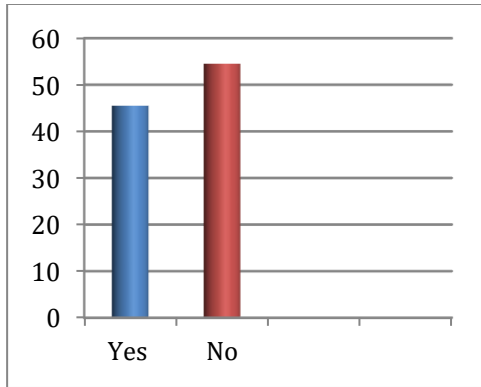


Figure No.23 Relation with roommates

Table No.24 Space of hostel rooms

Option	Frequency	Percentage
Yes	124	62
No	76	38
Grand total	200	100

The table carries figure about hostel room and the problem is this are the rooms congested or not 62% respondent response Yes the rooms are congested and 38% says No rooms are not congested

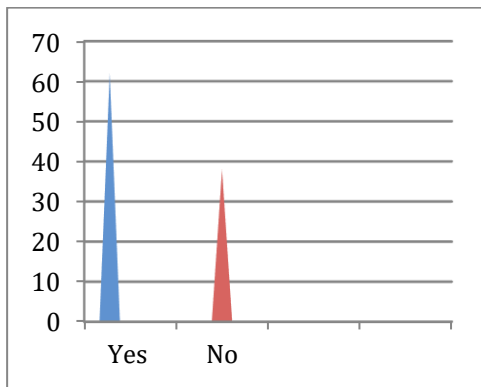


Figure No.24 Space of hostel rooms

Table No.25 Access to hostel warden

Option	Frequency	Percentage
Yes	96	48
No	104	52
Grand total	200	100

This table puts like on the access to warden regarding any issue at hostel 48% says Yes they have access to warden and 52% says No

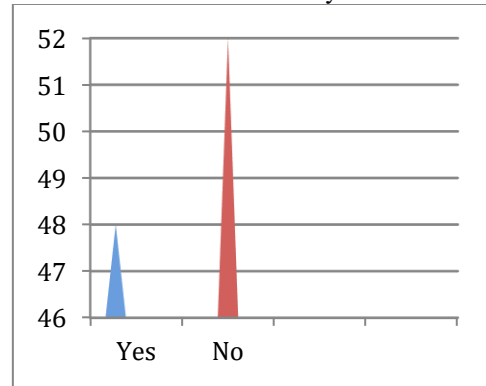


Figure No.25 Access to hostel warden

Table No.26 Comfortable with education

Option	Frequency	Percentage
Yes	142	71
No	58	29
Grand total	200	100

The above table contains figure about respondents are they feel comfortable in co-education 71% says Yes they feel comfortable in co-education 29% does not feel comfortable in co-education

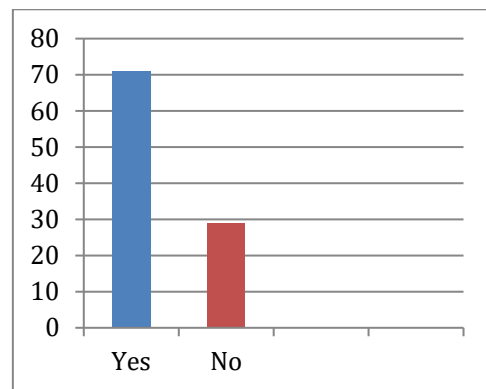


Figure No.26 Comfortable with education

Table No.27 Facing harassment

Option	Frequency	Percentage
Yes	75	37.5
No	125	62.5

Grand total	200	100
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This table is about the results by respondent in case of any kind of harassment face by them 37.5% respondents does not face of any type of harassment and 62.5% respondent face harassment

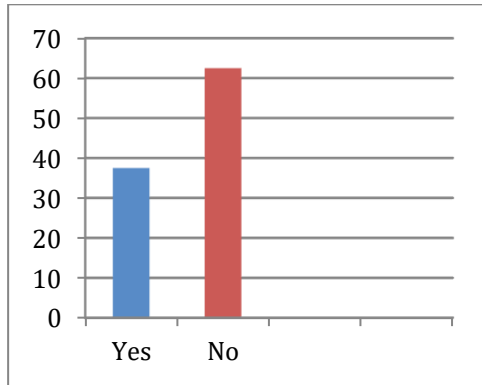


Figure No.27 Facing harassment

Table No.28 Feeling inferiority complex

Option	Frequency	Percentage
Yes	67	33.5
No	133	66.5
Grand total	200	100

In this table respondents response about inferiority complex feel by them 33.5% does not face or feel any type of inferiority complex and on the other hand 66.5% respondents feel inferiority complex

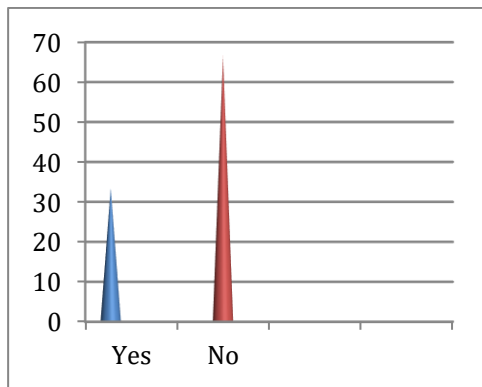


Figure No.28 Feeling inferiority complex

Table No.29 Language barrier

Option	Frequency	Percentage
Yes	63	31.5
No	137	68.5
Grand total	200	100

The above table shows the numbers of respondents who face any language barriers 31.5% face language barriers and 68.5% were not face any type of language barriers

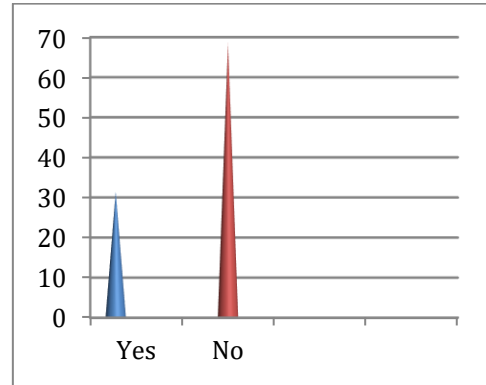


Figure No.29 Language barrier

Table No.30

Option	Frequency	Percentage
Yes	126	63
No	74	37
Grand total	200	100

This table contain data about cooperative or non cooperative peers groups 63% respondents says Yes they have cooperative peers group and 37% says that they don't have cooperative peers groups

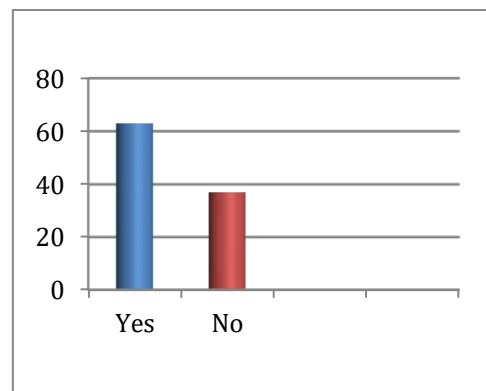


Figure No.30

Table No.31

Option	Frequency	Percentage
Yes	124	62
No	76	38
Grand total	200	100

The above table contains information about privacy at cafeteria 62% respondents response Yes and 38% response were No

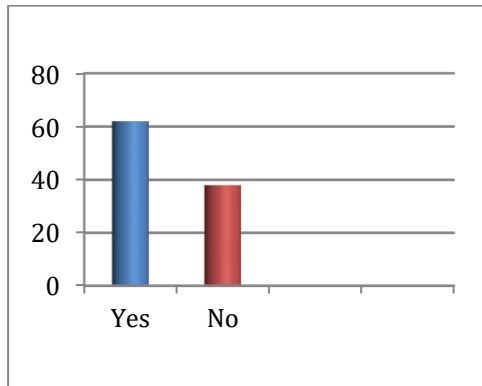


Figure No.31

Table No.32 Gender discrimination

Option	Frequency	Percentage
Yes	78	39
No	122	61
Grand total	200	100

This table shows data about any type of gender discrimination face by respondents 39% respondents face discrimination and 61% dose not face any type of gender discrimination

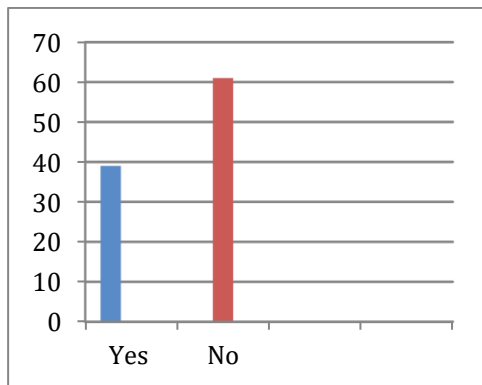


Figure No.32 Gender discrimination

Table No.33 Spot by student organization

Option	Frequency	Percentage
Yes	107	53.5
No	93	46.5
Grand total	200	100

This table is about student organization help respondents in any case when they need their help 53.5% respondents says yes the student organization is helpful and 46.5% says no the student organization is not helpful

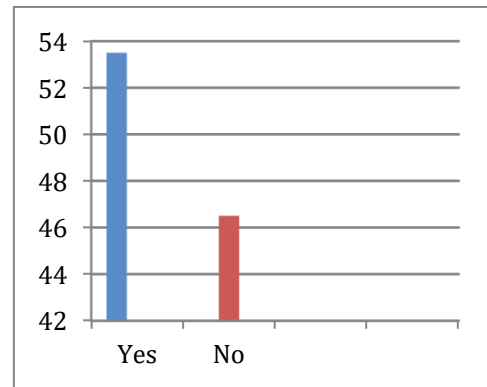


Figure No.33 Spot by student organization

Table No.34 Security at campus

Option	Frequency	Percentage
Yes	142	71
No	58	29
Grand total	200	100

Above table contain data about campus life did respondents feel secure at campus 71% says yes and 29% says NO

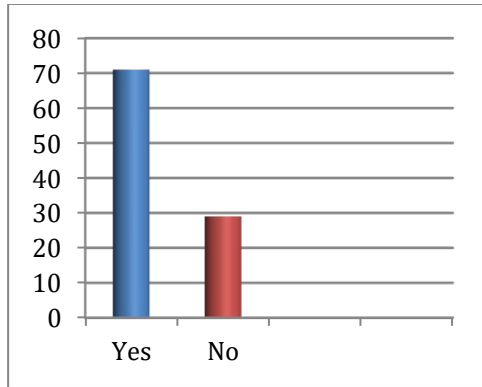


Figure No.34 Security at campus

Table No.35 University environment

Option	Frequency	Percentage
Yes	145	72.5
No	55	27.5
Grand total	200	100

In this table respondent response about appropriate university environment for females 72.5% says yes and 27.5% says No

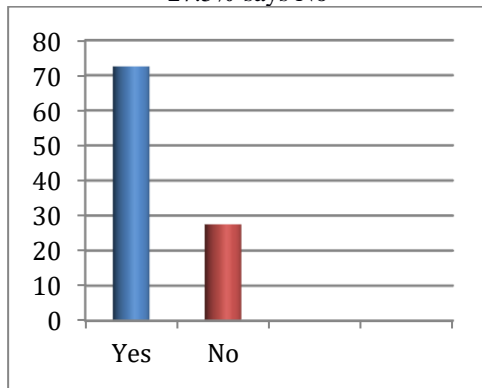


Figure No.35 University environment

6. Conclusion

59% of our respondents were agree that teachers exhibit update contact knowledge in class room and 52.5% respondents were disagree that teachers does not treat all student equally and 55% of our respondents were satisfy with the syllabus and 71% of our respondents were agree with appropriate lecture durations and 67.5% of our respondents were find relevant books in library and 53.5% of our respondents

were satisfy with the medium of instruction and 44.5% of our respondents response they face biasness in marking and 65% of our respondents were agree that their teacher give then time apart from their lecture and 61.5% of our respondents were strongly agree with this that they are overloaded by assignment as well as with presentation and 73% of our respondents were encourage to participate in class discussion and 55.5% of our respondents response that they have female faculty to share their issue and 51.5% of our respondents were strongly this agree with this that clerical staff is cooperative and 55.5% of our respondents says that their studies get effected by the frequent change of teachers and 30.5% of our respondents response that they will not get handouts on time after lecture and 46% of our respondents face financial problems during their study time period and 45.5% of our respondents face problems for room allotment in hostel and 52.5% of our respondents were agree with separate transportation where as 47.5% respondents were disagree with this and 52.5% of our respondents were disagree with this that they have enough time to relax after university time and 59.5% of our respondents were satisfied that doctors give them proper time at university dispensary and 72% of our respondents were strongly agrees that they have access to market and 41% of our respondents were strongly agrees that they have separate facilities for co-curricular activities and 62.55 of our respondents were not satisfied with the quality of food at mess and 54.5% of our respondents does not feel comfortable in sharing room and 62% of our respondents says that hostel room are congested and 52% respondents says that they have easy access to hostel warden and 71% of our respondents were strongly agrees that they feel comfortable with co-education and 62% of our respondents face harassment and 66.5% of our respondents feel inferiority complex and 68% of our respondents face language barriers and 37% of our respondents have no cooperative peer groups and 62% of our respondents were agree that they have privacy at cafeteria and 61% of our respondents dose not face gander discrimination and 53.5% of our respondents view were that students organization helps them and 71% of our respondents strongly agrees that they feel secure at campus and 72% of our respondents feel that university campus is appropriate for females.

8. Recommendations

- University administration needs to create suitable environment for female students at campus.
- Teachers should treat all student equally.
- Teachers must provide them proper and relevant hands out on time.
- University administration should provide students separate facilities for co-curricular activities.
- Hostel wardens should take notice and improve the quality of food at hostel mess.
- University environment should be made secure, student organization have to show their loyalty.
- Change of mind of leaders and local landlords
- Change in the policies of Education
- Bring change at local level through awareness and practical action
- Equal Access of Education male and female.

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[7] <http://en.wikipedia.org/wiki/IslamiaUniversity>. (n.d.). *wikipedia*.

[8] <http://saypeople.com/2012/04/30/problems-faced-by-students-in-current-educational-setup-their-possible-solutions/>. (n.d.).

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[5] <http://en.wikipedia.org/wiki/Bahawalpur>. (n.d.).