



Fourth Training on Judgment Writing

Report Prepared By:
Dr. Khurshid Iqbal,
Dean Faculty

2012

*From:
03-08 December
2012*

Old Sessions Court Building Jail Road, Peshawar
Ph # 091-9213088-78, www.kpja.edu.pk
E-mail: info@kpja.edu.pk

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Preface

The fourth training was organized from 3—8 December, 2012. As usual, 25 Civil Judges/Judicial Magistrates, from across the province, including Malakand division, participated. The group also included four women Judicial Officers.

Prof. Dr Ismail Wail, the resource person for effective communication skills, was replaced by Ms. Ayesha Siddiqua. The replacement was due to the sudden death of mother of Dr Wali. Ms. Siddiqua is a lecturer in English at the Institute of Management Science, Peshawar. Similarly, Prof. Muhammad Mushtaq Ahmad, another resource person for Islamic Perspective of Judgment Writing was replaced by Qazi Attaullah, Civil Judge/Judicial Magistrate. Qazi Attaullah has recently joined the Academy as Director Instructions. His PhD is in final stage. The record of his lecture is not part of this report. The reason is that he delivered a brief talk on the Islamic Perspective of Judgment Writing. In future, he will be asked to provide synopsis of his lecture.

During the course, the Speaker of the KP Provincial Assembly—Mr. Kirmatullah Khan—visited the Academy. He shared his thoughts with the participants. On a very short notice, the worthy Speaker arranged a visit of the participants to the Assembly. Senior Director Administration, Dean of Faculty, Director Instructions and Administrative Officer accompanied them.

Serious efforts were made to overcome the shortcomings observed in the previous training course. First, time management was on top of the priority list. A lecture on *Appreciation of Evidence*, to be delivered by Mr. Niaz Muhammad Khan, was missed. The reason was that two other lectures of Mr. Khan took more time particularly a question-answer session got stretched. Had the question-answer session been controlled by the learned resource person, time could have been managed. However, the rest of the lectures were delivered per the schedule. To that extent the Academy maintained efficient time management. Second, feedback was obtained on time. Post-training evaluation exercise was also conducted promptly on conclusion of the last lecture on Saturday. The participants also got an opportunity to peer review their judgments and to do exercise in their communication skills.

The group evaluation mechanism also aims at improving oral communication skills of the participants. A visible improvement was noted in this area. The participants were provided with computer facility in our newly established computer lab. Three groups had power point presentations on evaluation of daily proceedings. On evaluation of training, a separate consolidated report of all four trainings is being prepared.

The concluding ceremony was held on Saturday (8 Dec 2012). Hon'ble the Chief Justice distributed the certificates.

Dr Khurshid Iqbal,
(District & Session Judge) Dean Faculty

Concept Paper

Training Course on Judgment Writing

‘Judgment writing is the hardest of the legal arts to master’. While there is a significant body of literature on judgment writing skills, there is a near consensus among judicial pundits that good judgment writing depends more on practice than theory. Caseloads have a telling negative impact on a sustainable good judicial style in judgment writing.

Pakistan’s 2009 National Judicial Policy and its rigorous monitoring by the judicial leadership, has generated tremendous pressure on the judges of the District Judiciary. There is a growing perception in the legal fraternity that fighting delay on war footing has led to the delivery of hasty judgments. While the avalanche of the caseload has been visibly melting down, it is now time to divert attention to improvement in the quality of judgment writing.

A quality judgment, as commonly understood, requires that it should speak for itself, be concise, reflect good writing skills, appreciate the readers’ needs and litigants’ wants. Appreciating the fact that the essence of judgeship is the delivery of judgments, the Khyber Pakhtunkhwa Judicial Academy plans to conduct its first training course on judgment writing. The underlying objective of this course is the development of one word vocabulary linked with the writing skills of judges. The guiding principle is an Arabic idiom:

يمل خير الكلام ما قل ودل (Tr. Best speech is one which is *précis*, speaking and free from boring length.)

The training curriculum and module will be designed on the basis of the needs of the judges. The Academy, however, intends to follow a participatory approach by seeking the in-put of the targeted trainees. To this end, the Academy has prepared a questionnaire, which is sent herewith for your valuable responses and views. The prime objective being training needs assessment, the Academy intends to ensure anonymity of respondents. Please do not write your name, nor put your signature on the questionnaire, which may be sent on the address given in the attached letter, as soon as possible.

Course Description

Reference	<i>T-4/2012/judgment writing/01week</i>
Training	<i>Judgment Writing</i>
Duration	<i>One week: 6 days</i>
Participants	<i>Civil Judges/Judicial Magistrates</i>
No. of participants	<i>25</i>
Lectures per day	<i>02</i>
Other activity	<i>Case study</i>
Method	<i>Participatory, practical</i>
Assessment	<i>Gradation by the Academy, High Court, for example, Inspection Team</i>
Designed by	<i>Dr Khurshid Iqbal, Dean Faculty</i>

Aims and Objectives

While quality in judicial opinion writing has always been a top priority of the judiciary in all countries, in recent years there has been a growing concern about it in Pakistan. Arguably, one glaring reason is the mechanism of time bound disposal of cases proposed by the 2009 National Judicial Policy (Policy). The concern is that the mere disposal is and should not be enough. Another reason is a general need of capacity building as part of continuing judicial education. The main aim of this training is to build capacity of all judges of the District Judiciary, in the key area of judgment writing, both in regard to expression or language (effective communication) and substance or content (judicial aspects, such as appreciation of evidence). The principal duty of a judge is to deliver judgment after announcement of the decision in a case. Judgment writing is thus a vital part of judging or ‘judge craft’. There is no worth while training on the linguistic mechanics of judgment writing. Hence, judgment contains lapses which potentially harm judges’ credibility and efficiency as communicators of facts and legal analysis of law and evidence. It is for this reason that judgment writing has been selected as the first training at the Academy. The training has been designed in the backdrop of a questionnaire survey—a indigenous training needs assessment—of all judicial officers, including those working in the special courts and tribunals. The training will generate and encourage critical thinking about judicial opinion writing. A pluralist and diverse approach will be adopted to build professional capacity of the target participants. The participants are strongly advised to actively participate in the training, which will be firstly, graded at the Academy, and secondly, subjected to post-training impact assessment.

Key outcomes

The participants should be able to

- Understand the basic concept and procedure of judgment/order writing
- Learn necessary skills for appreciation of evidence and application of substantive and procedural laws and precedents
- Explore and understand current global trends
- Know and follow judicial opinion writing in the perspective of Islamic law
- Strengthen theoretical foundations to know and understand the process, flow, models, mediums, types, barriers to and principles of effective communication
- Be sensitized to the problem areas of English, and sharpen their skills for writing effective and self-contained judgments

Requirements

- The participants are advised to critically read the training material prepared for them.
- Send to the Director General (DG) a copy of two judgments: one civil, one criminal, which they rank as the best. The judgments will be assessed before the training. At the close of the training, the participants will be asked to rewrite their judgments, applying the skills they learnt in the training. The participants will be asked to assess their work themselves as well as by the Academy.
- Post training impact assessment: an inventory of skills will be prepared, which will be sent to the concerned District & Sessions Judge, who will be asked to make assessment and report to the Registrar of the Peshawar High Court and the DG of the Academy.

Modules

On the basis of a two-pronged strategy: language and substance, the training course offers the following modules:

<i>L A N G U A G E</i>	
<i>Conveners: Miss. Ayesha Siddiqa, Professor of English Institute of Management Sciences, Peshawar</i>	
01	Style and structure of Judgment: Basics, Lecture=01
Focus: Structural aspects and style of a judgment.	
Skills: Structuring and writing a judgment.	

02	Judgment writing: Principles of effectiveness, Lecture=01
Focus: Four Cs of effective communication.	
Skills: Concise, clear, correct and complete.	
03	Judgment writing: Modern strategies, Lecture=01
Focus: Avoidance of verbal pitfalls.	
Skills: Words to avoid.	
04	Judgment writing: One word vocabulary, Lecture=01
Focus: Consistency.	
Skills: To develop consistency.	
05	Judgment writing: Practical-I
Focus: Evaluation of a judgment.	
Skill: To evaluate a judgment.	
06	Judgment writing: Practical-II
Focus: Writing a judgment.	
Skill: To write a judgment (To re-write your own judgment, applying the skills learnt).	
S U B S T A N C E	
Resource Persons:	
Mr. Zia Ahmad Khan, Senior Instructor (retired), NIPA, Peshawar	
Mr. Niaz Muhammad Khan, Registrar Islamabad High Court	
Dr Khurshid Iqbal, Dean Faculty, the KP Judicial Academy, Peshawar	
Mr. Qazi Ataullah Director Instructions, KPJA	
01	Judgment writing: Islamic perspective
Focus: Shari importance of judgment writing	
Skill: To understand the importance and impact of judgment from Islamic	

Perspective	
02	Contemporary trends in judgment writing
Focus: Critical analysis of a range of research articles on the art of judgment writing.	
Skills: Modern techniques of judgment writing.	
03	Elements of a court judgment
Focus: Procedural and substantive elements of judgment.	
Skill: The Dos and donts.	
04	Appreciation of evidence in judgment writing
Focus: Conscious understanding and application of rules of evidence.	
Skill: Avoiding irrelevant and selecting cogent.	
05	Interpretation of laws in judgment writing
Focus: Juristic understanding of text of laws.	
Skill: Translation into judgment writing.	

Daily Schedule of activities to be prepared

Concluding ceremony

Honored by the Chairman

Schedule of Activities

(03-08 Dec 2012)

DAY-1 Monday

Registration of the Participants
8:00 AM

Recitation from the Holy Quran
8:15 AM

Dua
8:20 AM

Welcome address by the Director General
8:25 AM

Instruction
8:35 AM (Dean)

Pre Training Evaluation
09:00 -- 10:00

Perception lock, impact on Leadership
10:00 --12:00 (By Mr. Zia Ahmad Khan)

Tea break
12:00 -- 12:30

Perception lock, impact on Leadership
12:30-- 01:30

Lunch + Prayer break
01:30 -- 02:30

Study circle: Perception lock --
Humaneering
02:30—04:30

DAY-2 Tuesday

DUA
08:30 -- 08:35

Group Presentation
08:35 -- 08:45

Appreciation of evidence in judgment
writing
08:45 -- 10:45 (By Niaz Muhammad Khan)
Tea Break
10:45 -- 11:15

Elements of a Judgment
11:15 -- 01:00

Lunch + Prayer Break
01:00-- -02:00

Interpretation of laws in judgment writing
02:00 -- 03:00

Interpretation of laws in judgment writing
03:00 -- 04:00

DAY-3 Wednesday

DUA

08:30 -- 08:35

Group Presentation

08:35 -- 08:45

Judgment Writing: Modern Strategies

08:45-- 10:45 (By Ayesha Siddaqa)

Tea Break

10:45 -- 11:15

Judgment Writing: One Word Vocabulary

11:15 -- 01:00

Lunch + Prayer break

01:00—02:00

Peer Review

02:00 -- 03:00

Judgment Writing Practical 1

03:00 -- 04:00

DAY-5 Friday

DUA

08:30 -- 08:35

Group Presentation

08:35 -- 08:50

Contemporary trends in Judgment writing

(By Dr. Khurshid Iqbal)

08:50 – 10:00

Visit to Provincial Assembly

10:00--12:00

Academy Night to be organized
by the participants which shall include
a dinner with a dignitary

DAY-4 Thursday

DUA

08:30 -- 08:35

Group Presentation

08:35 -- 08:45

Principles of Effectiveness

08:45 -- 10-45 (By Ayesha Siddaqa)

Tea Break

10:45 -- 11:15

Most confusing Words

11:15 -- 01:00

Lunch + Prayer Break

01:00-- -02:00

Linguistic Communication

(By Ayesha Siddaqa)

02:00 -- 03:00

Basic English Grammar

(By Ayesha Siddaqa)

03-00 -- 04:00

DAY- 6 Saturday

DUA

08:00 -- 08:05

Group Presentation

08:05 -- 08:15

Judgment Writing---- Islamic Perspective

(Qazi Attullah)

08:15 -- 10:00

Post training Evaluation

10:00 -- 10:30

Arrival of the Hon'ble the Chairman

10:30 -- 12:00

Concluding ceremony
Certificate distribution

Concluding address by the DG
Concluding address by the Chairman
Photography

Zia Ahmad Khan

Profile

Addl Directing Staff, NIM, Pakistan Academy for Rural Development, University Town, Peshawar

Office: 091-9216003 **Mob: 0315-9067939** Res: 091-9216281

Education

1968 School Certificate O' Level
1972 Graduation in Arts
1975 Master in Public Admn-MPA

Cambridge University UK
Karachi University
Punjab University

In Country Training

1983 Local Planning & Mgt. UNICEF & UNCRD
1986 Case Method Seminar: PASC Lahore
1986 Foreign Travel Integration: Islamabad
2004 Human Rights FD Training Institute

Japan
World Bank
USAID
Islamabad

Training Abroad

1985 Designing Training Programs: ITI
1986 Leadership & O.D: ITOD Pittsburgh
1986 Recognition Certificate on Leadership
2004 Self Employment: Eastham London

Australia
USA
USAID
UK



Experience

Working at PARD & NIPA/NIM, Peshawar since 1977

Clientele

Trained Thousands of Professionals such as Senior Government Officials, College Principals, University Professors, Staff of NGOs, Doctors, Bankers, Engineers, Local Councilors, Community Leaders, Teachers, Foreign Diplomats including groups from:

Africa, Palestine, Central Asia and Afghanistan

Subjects

Management

Stress Management
Crisis Management
Good Governance
Restructuring Orgs

Humaneering - HRD

Poverty Reduction
Gender Mainstreaming
Community Development
Reprogramming Behavior

Leadership

Presentation Skills
Health & Education
Environmental Mgt.
Reporting Writing

In addition to PARD, NIPA/NIM & PSA, also worked for the following:

National Orgs

PESHAWAR

Institute of Management Sc.
Agriculture Training Institute
Inst. Of Computers & Mgt. Sc.
Peshawar Dev. Authority
Coord. For Humanitarian Asstt.
Sarhad Rural Support Corp.
Institute of Edu. & Research
Dev. Alternative Incorporation
College of Home Economics
Habib Bank Ltd.

N.W.F.P.

KIDP Kalam
FVDB Mingora
DDDP Dir
SRSC Charsadda
SRSC Abbottabad
SRSC Kohat
PTC Hangu
TSC Haripur
ISSB Kohat
SIAP Swabi
ADC Mardan
LPAP Lachi

ISLAMABAD

NIBAF
NCRD
Academy for Edu. Plg. & Mgt.
Foreign Service Academy
WAPDA Staff College
Trust for Voluntary Orgs.
Women's Division, GOP

QUETTA

BCIAP World Bank

KARACHI

Karachi Metropolitan Corp.
K. Water & Sewerage Board

Global Orgs

Member, Provincial Trainers Team, Local Planning & Management, Chitral, 1983, **UNICEF**
Author, Manual on Local Planning & Management, 1984, **UNICEF**
Coordinator, Training Programs at NIPA FHP Health Deptt. 1984 **World Bank**
Author, Training Manual on Health Planning & Management FHP, 1997 **World Bank**
Author, Training Manual on TOT FHP Health Department, 1997 **World Bank**
Author, Evaluation of SRSC, NGO Dev. in South Asia, Managing for Change, AKF **Oxford**
Coordinator, Training Task Force, BCIAP, Balochistan, 1999 **World Bank**
Author, Training Manual BCIAP, Irrigation Department, Balochistan, 1999 **World Bank**
Leader, Core Group (Nucleus) Training Programs Local Govt. (**Devolution**) 2000 **NRB**
Trainer, Mine Action Program for Afghanistan, Cranfield University, **UK UNDP**
Moderator, NWFP Education Policy and Strategy, Education Deptt. 2003 **GTZ & DFID**
Author, NWFP Education Policy and Strategy, Education Deptt. 2003 **GTZ & DFID**
Coordinator, Training Programs, Gender Mainstreaming, 2006, P&D NWFP, **UNDP**

Job Opportunity, **Leeds Metropolitan University, 2004, UK**

Selected as Resource Person **London Corporate College, 2004, UK**

Selected as **HRD Specialist EIROP Peshawar, 2005, UNDP**

Work Permit Holder, **Highly Skilled Migrant Program, UK**

Resource Person

Seminar for Vice Chancellors of all Universities in Pakistan, Islamabad, 1989

Publications

Scores of Internationally acclaimed Research Studies and Publications

Schooling: Lawrence College, Murree Hills

www.humaneeringzia.com

Zia Ahmad Khan : ADS, NIM-Pak Academy for Rural Dev. Peshawar
Mob. 0315-9067939

International Credentials

United Kingdom

- | | | |
|-----|---|---------------|
| 01. | Work Permit , Highly Skilled Migrant Programme Home Office | UK |
| 02. | School Certificate O'Level Cambridge University | UK |
| 03. | Oxford Word and Language Service: Humaneering | UK |
| 04. | Resource Person Mine Action Prog. Cranfield University | UK |
| 05. | Employment Opportunity, Leeds Metropolitan University | UK |
| 06. | Job Offer as Consultant London Corporate College | UK |
| 07. | National Insurance Number Card for Life Glasgow | UK |
| 08. | Training on Self Employment , Satsuma Consultancy, London | UK |
| 09. | Check List of British High Commission for Award of Visa | UK |
| 10. | Contribution of Case Study to Book Managing for Change | Oxford |

USA and USAID

- | | | |
|-----|--|--------------|
| 01. | Certificate of Recognition on Leadership & Org. Development | USA |
| 02. | Leadership and Organizational Development Pittsburgh | USA |
| 03. | Scholarship for Higher Studies in Dev. Admin (2 years) | USA |
| 04. | Letter of Tom Rogers Academy for Education Development | USAID |
| 05. | Assessment of International Training Programmes by AED | USAID |
| 06. | Workshop on Foreign Travel Integration Academy for Edu.Dev. | USAID |

Australia & Austria

- | | | |
|-----|---|------------------|
| 01. | Design & Development of Training Programmes ITI Sydney | Australia |
| 02. | Internship Program at Sydney Trainer Training Centre | Australia |
| 03. | Pak. Community Development Programme , Austrian Relief Com | Austria |

UN and Others

- | | | |
|-----|---|----------------|
| 01. | Master Trainer Planning Through Community Participation | UNICEF |
| 02. | Job offer as Human Resource Development Specialist EIROP | UNDP |
| 03. | Training Course on MIS – Cabinet Secretariat Mgt.Services Div. | UNDP |
| 04. | Case Study Seminar , PASC, Lahore, Ec. Dev. Institute | W/ Bank |
| 05. | Coordinator & Author NWFP Education Policy & Strategy | GTZ |

Designed & Conducted Special Courses for Participants of
Central Asia, Africa, Palestine & Afghanistan

Zia Ahmad Khan : Research Studies & Publications

Rural Development

- Impact of Daudzai Pilot Project IRDP Study of (86) Village Organizations** PARD, Peshawar 1977 (Unpublished)
- Report of Conference and Workshop on Non-Formal Education and the Rural Poor** Journal of Rural Dev. and Administration Vol XIII, No.2, PARD, Peshawar (1978) Book Review
- Rural Development – View from a Farmer’s Hamlet (A Case Study)** Basic Needs and Rural Development Part-I, International Seminar Papers, PARD, Peshawar (1980) p.436
- Conflict in Management Patterns as an Impediments to Rural Dev. in Pakistan**, Management for Rural Dev. in Pak (Report of an International Seminar) PARD, Peshawar, UNICEF – Pak UNCRD Nagoya, Japan (1983) p.77
- Possibilities and Prospects of Agro-Based Industries for Rural Women in NWFP**, Women’s Division, Government of Pakistan, Islamabad (1983)
- Drift and Dissipation in Rural Development – An SOS for Survival** papers of an International Conference on Challenge of Rural Development in the Eighties, PARD, Peshawar (1985)
- Problems and Prospects of Rainfed Agriculture in NWFP (An Overview) Evaluation of Phase-II** and Future Requirements, PARD, Peshawar (1988)
- Poverty Reduction Strategy** (Manual on Integrated and Participatory Approaches), PARD, Peshawar 2001
- Storey of PARD Part-II Golden Jubilee**, Pakistan Academy for Rural Development, Peshawar, 2010

Planning and Management

- **Decision Making in a Tribal Social System** Journal of Rural Development and Administration, Vol. XV, No.1, PARD, Peshawar (1978)
- **Five Year Plan of District Chitral, (Based on House to House Survey with Community Participation)** PARD, Peshawar, UNICEF Pakistan & UNCRD Nagoya Japan (1983-84)
- **Manual for Local Level Planning and Management through Community Participation** UNICEF Pakistan, Islamabad (1984)
- **Organizational Aspects of Kalam Farmers**, KIDP (A Pak Swiss Joint Venture), PARD, Peshawar (1986-87)
- **Wafaqi Mohtasib (Ombudsman)’s Annual Report 1986 – A Critical Appreciation**, Journal of Rural Development and Administration Volume XX, No.3, PARD, Peshawar (1988) p.107
- **Interview – A Form of Human Engineering** Paper presented at the General Seminar Inter-Services Selection Board (ISSB) Kohat (1989)
- **Humaneering – A process for Preventing Crime**, International Seminar on Criminal Justice: Asia Crime Prevention Foundation and National Police Academy, Islamabad, 1992
- **Manual on Health Planning and Management** (World Bank) for Trainers of FHP, (1997) (unpublished)
- **Evaluation of Khyber Medical College and Postgraduate Medical Institute**, Peshawar by PARD, Peshawar (FHP/World Bank) 1988 unpublished
- **NWFP Education Policy and Strategy** Education Department, GTZ and DFID, Peshawar, 2003 (unpublished)
- **PRA Techniques for Agriculture Officers and Field Assistants** of FATA, ATI, Peshawar 2003 (unpublished)
- **Cruising in Turbulence, Case Study of SRSC** Peshawar **Managing for Change, Asian NGOs AKF Oxford**

Training

- **First Advanced Course** in Public Administration and Dev. Economics, NIPA Peshawar (1986)
- **Towards Andragogy – Second Advanced Course** NIPA, Peshawar (1987)
- **Thought of the Day – A Serendipitous Sojourn in Andragogy**, NIPA Peshawar (1988)
- **Experiential Learning – Third Advanced Course**, NIPA Peshawar (1989)
- **Career Awareness and Career Dev.** Workshop Papers on Vocational Guidance and Employment Awareness, Ministry of Manpower & Overseas Pakistanis, Government of Pakistan (1990)
- **Internal Assessment of Training Programs** PARD, NIPA, Peshawar (1990)
- **Semantic Equivalents of Learning “PRISMIRROR” Advanced Course** NIPA Peshawar (1992)
- **Milking Memories, First Re-Union** of NIPA, Peshawar (1994)
- **Manual on (TOT Course) Design and Dev. of Training Programs** NIPA & FHP (World Bank) for Trainers of FHP Peshawar (1997) (unpublished)
- **Training Manual on Community Irrigation Services**, Irrigation Department and BCIAP Quetta, Balochistan (World Bank) 1999 (unpublished).
- **Training Need Assessment Report for MCMC Courses** National Institute of Management, (2006) NSPP

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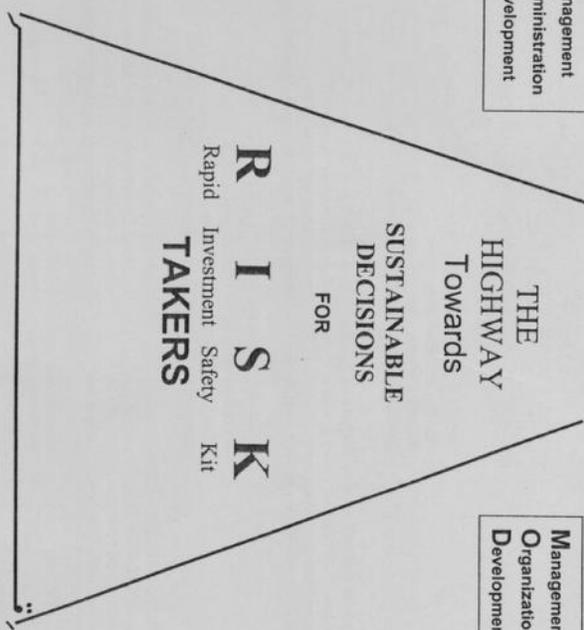
The author holds Certificates & Credentials from Cambridge University, OWLS: Oxford, Cranfield University, ITI Sydney, ITOD Pittsburgh, Pennsylvania University, USC California, World Bank, UNICEF, GTZ and **The Highly Skilled Migrant Program Work Permits UK**
e-mail: ziaahmad 2003@hotmail.com

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Tap the Trapped Potentials,
Release Human Excellence and
Develop Performance Standards

Discover Extra-Ordinary Talents
Unleash SCOTOMAS/Blind Spots
Furture Self Discipline and
Treat Defence Mechanism Syndromes

Control Millions of Nerve Centres,
Expand Comfort Zones Willingly,
Foster Team Building and
Manage Stress Situations Confidently

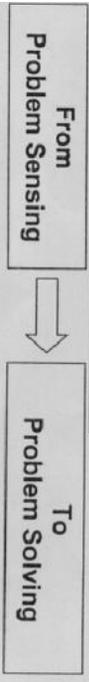
Synthesize East West Knowledge,
Embrace Innovative Dimensions
Accelerate Creative Decisions and
Strengthen all Strategic Options:

Define motivational Techniques,
Understand Non-Verbal Languages,
Analyze Time Wasters Regularly and
Practice, Free Process Consultancy

Promote Problem Sensing Approaches
Upgrade Communication Abilities,
Improve Decision Making Skills and
Regulate Leadership Styles Effectively

Elevate Managerial Excellence,
Synchronize Group Energies,
Achieve "SYNERGY" and
Extend Organizational Image:

TRAVEL



Move Towards
PROFESSIONAL MANAGEMENT
(Just 36 Hours of Group Learning)

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Of
MICRO-SKILLS

Adopt Stress Management Techniques	<ul style="list-style-type: none"> • Perception Lock • Motivation • Communication • Decision Making • Stress Management • Group Dynamics • Leadership and • Team Building 	Release Extra Sensory Perception
--	---	--

CATCH THE CRUX OF

IN THE CONTEXT OF

Good Governance, Gender Issues, Poverty Reduction
Time Management, IT, Managerial Excellence
EXISTENTIALISM, TRANSACCIONAL ANALYSIS, ERGONOMICS
PSYCHO-KINESIS AND SYNECTICS

THROUGH THE LATEST LEARNING TECHNIQUES

DIS-EASES CAUSED BY (SCAN)?	
<ul style="list-style-type: none"> ❖ Blindness ❖ Narcissism ❖ Sadism ❖ Masochism ❖ Sado-Masochism ❖ Hysteria ❖ Phobia ❖ Paranoia ❖ Epilepsy ❖ Euphoria ❖ Narcolepsy 	<p>Let's</p> <ul style="list-style-type: none"> Review Rediscover Redefine Restructure Reprogramme and Refine OURSELVES and our Institutions <ul style="list-style-type: none"> ❖ Hypnosis ❖ Hypertension ❖ Insomnia ❖ Psywar ❖ Aggression ❖ Regression ❖ Depression ❖ Withdrawal ❖ Conflict ❖ Corruption ❖ Deadlock

P E A C E

Professional Excellence for Attitudinal Change and Effectiveness

AYESHA SIDDIQA

Institute of Management Sciences, Phase VII,
Hayatabad, Peshawar, Pakistan
aicha_siddiqa@hotmail.com
+923339200811

EDUCATIONAL BACKGROUND

Degree/ Certificate	Year of Passing	Institution /University	Major Subject	Marks Obtained	Grade	Percentage
MS ¹	2010	Boston University, USA	African American Literature	3.8/4.00	A+	97.25%
MA ²	2005	University of Peshawar	English Language Literature	700/1100	A	63.63%
BA ³	2002	University of Peshawar	English Literature, Psychology & Philosophy	411/550	A+	74.72%
FA ⁴	2000	Board of Intermediate & Secondary Education, Peshawar	English Literature, Psychology & Philosophy	855/1100	A+	77.72%
SSC ⁵	1998	Federal Board of Intermediate & Secondary Education, Islamabad	General Sciences & Humanities	686/850	A+	80.70%

PROFESSIONAL EXPERIENCE

- 1. Aug '10 to date**
Courses Teaching

Institute of Management Sciences, Peshawar
Business Communication
Communication Skills
Functional English
English Language Proficiency Course
ILETS
- 2. Nov '10 to date**

Institute of Management Sciences, Peshawar
Working on a USAID project, *U.S Access Micro Scholarship Program* for females from underprivileged areas
- 3. Dec '07-Aug '09**

Institute of Management Sciences, Peshawar
Worked on a USAID project, *U.S Access Micro Scholarship Program* for females from FATA
- 4. Nov '07 to Apr '09**
Courses Taught

Institute of Management Sciences, Peshawar
Business Communication
Functional English
- 5. Aug '07 Nov '08**
Courses Taught

Lecturer, National University of Modern Languages, Peshawar
General Linguistics
History of English Literature
English Language Proficiency Course (Four Skills)
IELTS
- 6. Oct '07 to May '08**
Course Taught

Visiting Faculty, Iqra University, Peshawar
Business English
- 7. Oct-Dec '07**
Course Taught

Euro Institute of Management Sciences, Peshawar
iBT TOEFL
- 8. Sept '06 Aug '07**
Courses Taught

Lecturer in English, City University, Peshawar
Poetry – Romanticism to Modern
Drama – 16th to 20th century
Freshman English I
Functional English
- 9. Dec '05 to Apr '06**
Courses Taught

Qadim's Lumie're School and College, Peshawar
English language and literature to O' Levels

PROFESSIONAL TRAINING

- Attended a seminar on *Global Challenges, Local Solutions: Fostering Change through Social Entrepreneurship* in Philadelphia, USA from March 4-7, 2010.
- Workshop attended on *English for Academic Purpose* in February 2006, conducted by Richard Boyum (Regional English Language Officer U.S. Embassy, New Delhi) under the supervision of The US Consulate, Peshawar.
- *English Language Training Workshop* attended on June 14, 2007, conducted by Diane Harley (English Language Fellow at Bharati College, Delhi University) and organized by the US Consulate, Peshawar in association with College of Home Economics, University of Peshawar.
- Workshop attended on *Learning Styles* in November 2007 conducted by Adrian Vindle and organized by SOLC, the British Council Peshawar.
- Workshops attended and research conducted at the British Council, Islamabad from December 2004 to April 2005 on leadership, social responsibility, and gender.

PROJECTS AND PUBLICATIONS

- Resource Person Rule of Law Project by UNDP
- Lead Trainer in a three-day **IELETS** training course for **Australian Development Scholarship Program, AUSAID** 2010-2011 and 2011-2012
- Lead Trainer in a three-day training on **Communication and Presentation Skills** to 17-20 grades Forest Department officers, Government of Pakistan. (June 2011)
- Lead Trainer in a two-day training on **Communication Skills & Report Writing** to officers from FATA Secretariat (March 2012)
- Lead Trainer **Antenatal Sero-Surveillance Project** conducted by Provincial AIDS Control Program in collaboration with HAPS and the Canadian government. (March to October 2011)
- Member of the Report Writing Committee for **Third Party Validation of Parent Teacher Councils** in the government schools of Khyber Pakhtunkhwa. The third Party Validation project and the Report Writing were executed by Human Resource Development Centre, Institute of Management Sciences, Peshawar.
- Conducted research and wrote papers on gender, religion, and international politics as well as their representation in literature during the academic year in the U.S. Some of the papers are under review for publication.
- Core group member and the sole representative of Khyber Pakhtunkhwa in the International **Beyond Borders Project** of the **British Council Islamabad** from December

2004 to April 2005. During this project, I focused on gender issues in our society and the solutions for the social evils emanating from them.

- Workshops attended at the **British Council** Islamabad on the topics of ***Social Responsibility and Identity***.
- ***Life-Skills Workshops*** attended at the **British Council** Islamabad on ***Video Documentary Production***.
- Prepared a **Documentary Program** (in a group of four) on the theme of ***Dowry in South Asian Countries***, sponsored and mentored by the **British Council** Islamabad.
- Participated as a member and the sole representative of Khyber Pakhtunkhwa in the ***Beyond Borders Pakistan Festival*** organized by the **British Council** Islamabad in Karachi and Islamabad on 5-7 March 2005.
- Member of **SOLC** (Supported Open Learning Center) British Council Peshawar, participating in self-grooming activities for teachers and autonomous learners.

HONOURS AND AWARDS

- **Fulbright Interview Panel Member for master Scholarship Program 2012 and TEA Program**
- **Fulbright Application Review Committee Member 2010-2011**
- **Fulbright Alumnus 2009-2010**
- **Partial Scholarship** from **Boston University** for MS in African American Studies 2009-2010
- **Star Girl Academic Award**: Best student of the year award by **South Asia Publications** for the year 2000.
- **Merit Scholarship**: 1998-2000 by Federal Board of Intermediate and Secondary Education Islamabad.
- **Merit Scholarship**: 2000-2002 by the Board of Intermediate and Secondary Education Peshawar.
- **Merit Scholarship**: 2002-2003 by University of Peshawar
- As Lecturer in English City University, Peshawar I designed a Bachelor level English course **Freshman English I** for first year undergraduates based on HEC criteria.
- Presently, supervising **English Language Proficiency and Applied Communication Programs (IMSciences)** as the Academic Coordinator
- In Fall 2011, I led the team that launched BS and MS Programs in English Language & Literature from the platform of the Institute of Management Science. I was a member of the syllabus review committee as well. The degrees are first of their kind in the province.
- **iBT TOEFL**: Scored 106 out of 120 on the iBT TOEFL
- **GRE**: Scored 650 on the Verbal: 600 on the Quantitative and 5 on the Analytical Writing
- **Student Proctor**: Jinnah College for Women University of Peshawar.
- **Student Proctor**: University of Peshawar.

COMFORT ZONE

1. Literary activities (In-charge Literary Society o Jinnah College for Women during the academic career.)
2. Story Writing (Prizes won)
3. Declamation (Prizes won)
4. Welfare Projects (Prizes won)

COMPUTER SKILLS

- Microsoft Office
- Internet

LANGUAGES

- English
- Urdu
- Pashto
- Hindku
- Panjabi

REFERNCES

1. Dr. Gene Andrew Jarrett
Director ad interim 2009-2010
Associate Professor of English
235 Bay State Road, Boston University, USA
Office: 617-358-2544
gjarrett@bu.edu
 2. Dr. John Thornton
Professor of History
African American Studies
138 Mountfort Street, Boston University, USA
Office: 617-358-1422
jkthorn@bu.edu
 3. Dr. Nasir Jamal Khattak
Vice Chancellor, Kohat University
Associate Professor
Dept. of English and Applied Linguistics
University of Peshawar
Office: 091-9216741
nsrkhattak@yahoo.co.uk
-

JUDGMENT WRITING

AN INTRODUCTION

The *principal duty* of a judge is to *deliver judgment*. Thus judgment writing is a vital part of judging or 'judge craft'.

AIM OF THE TRAINING

- * to build capacity of judges in the key area of judgment writing both in regard to
 - i. expression or language (effective communication) and
 - ii. substance or content (judicial aspects, such as appreciation of evidence).

KEY OUTCOMES

- * Know and understand the process, mediums, types, barriers to and principles of effective communication.
- * Sensitize themselves to the problem areas of English language, and sharpen their skills for effective writing.
- * Understand the basic concept and procedure of effective writing.

MAIN AREAS

- * Style and structure of Judgment: Basics
- * Judgment writing: Principles of effectiveness
- * Judgment writing: Modern strategies
- * Judgment writing: One word vocabulary
- * Judgment writing: Practical-I (Peer Review)
- * Judgment writing: Practical-II (Re-writing a judgment)

Besides legal knowledge and judicial wisdom, writing a judgment is a skill involving:

- i. orthography (how thoughts are turned into symbolic patterns on paper/computer)
- ii. grammar and punctuation (mechanics of English)
- iii. idiomatic structures and
- iv. semantics (study of meaning).

Judgment Writing Structure, Style and Mechanics

Brainstorming!

What psychic component governs all our activities as humans?

- * All human activities are governed by **the ego**: conscious mind, the consciousness of your own identity and that of others. The ego is the regulator of our waking life.
- * The process of judgment writing is no exception to it.
- * If the ego malfunctions, semantic distortions occur in a judgment.

- * Therefore a judge should empty his/her mind of all those contents which may negatively affect his/her judgment.
- * The presence of such contents may impair their objectivity and sense of justice.
- * And without these values both the structure and style of a judgment lose their effectiveness.

Four things belong to a judge:

- * --to hear courteously,
- * --to proceed wisely,
- * --to consider soberly and
- * --to decide impartially

Structure of a Judgment

1. information on court, judge and his/her station
2. case and its file No.
3. title of case
4. Introduction
5. facts
6. evidence analysis
7. reasoning
8. application of law
9. order
10. signature/seal/date.

Style of a Judgment

- * The style of a judgment depends upon
 - i. diction
 - ii. structure of sentences and
 - iii. paragraphing to organize ideas for an effective management of language.

PROCESS OF WRITING

JUDGMENT WRITING

Procedure for Judgment Writing

- * PLANNING
- * DRAFTING/WRITING
- * REVISING
- * EDITING/PROOF READING
- * MAKING A FAIR COPY/FORMATting

Stage 1: PLANNING

- * Planning includes making an outline of paragraphing a judgment.
- * The outline should be based on the notes of a judge which he/she has been taking for the final version.

Stage 2: WRITING

- * Keeping in view the contents of the outline, the writer should proceed to commit it to writing on paper/computer in detail.
- * After writing/ dictating the first draft, the writer should let it “cool off” for some time. After the “cooling” process, comes the stage of revising.

Stage 3: Revising

- * Revising is usually a process of searching for gaps in meaning and organization of ideas till the end. Apply the following “checklist”:
- * Have I fulfilled the purpose?
- * Is it written at a level appropriate to its audience?
- * Are its facts correct ?
- * Is it comprehensive?
- * Is all the included information relevant?
- * Are the layout and presentation well thought out?
- * Is the style clear, concise and professional?

Stage 4 & 5: Editing & Proofreading

- * The third step is that of editing, which is conducted for grammatical and punctuation lapses.
- * After editing, the writer makes a fair copy of the write-up. The fair copy should finally be read for complete satisfaction.

PRINCIPLES OF EFFECTIVE COMMUNICATION

Principles of Effective Communication

- Seven C's are thought to be essential for delivering a message effectively.
 - i. Conciseness
 - ii. Correctness
 - iii. Completeness
 - iv. Consideration
 - v. Clarity
 - vi. Courtesy
 - vii. Coherence

1. CONCISENESS

- Conciseness is saying what you have to say in the fewest possible words without sacrificing the other C qualities. A concise message is complete without being wordy.
- Example: in the year 1980 (in 1980).

Words used unconsciously which add load to the meaning of a judgment.

12 midnight	midnight
12 noon	noon
3 am in the morning	3 am
absolutely spectacular/phenomenal	spectacular/phenomenal
a person who is honest	an honest person
a total of 14 birds	14 birds
biography of her life	biography
circle around	circle
close proximity	proximity
completely unanimous	unanimous
consensus of opinion	consensus
cooperate together	cooperate
each and every	each

enclosed herewith	enclosed
end result	result
exactly the same	the same
final completion	completion
frank and honest exchange	frank exchange or honest exchange
free gift	gift
he/she is a person who . . .	he/she
important/basic essentials	essentials
in spite of the fact that	although
in the field of economics/law enforcement	in economics/law enforcement
in the event that	if
job functions	job or functions
new innovations	innovations
one and the same	the same
particular interest	interest
period of four days	four days

- (completely) annihilate
- (completely) destroyed
- (completely) eliminate
- (completely) engulfed
- (completely) filled
- (completely) surround
- each (and every)
- earlier (in time)
- eliminate (altogether)
- emergency (situation)
- (empty) hole

- empty (out)
- enclosed (herein)
- (end) result
- enter (in)
- (entirely) eliminate
- equal (to one another)
- eradicate (completely)
- estimated at (about)
- evolve (over time)
- (exact) same
- (exposed) opening
- extradite (back)

Completeness

- This elements refer to the structure of the relevant facts selected for reasoning.
 - Provide all necessary information
 - Answer all questions (stated/implied)
 - Give additional information where desirable

JUDGMENT SHOULD BE COMPLETE IN ITSELF

- A judgment should be complete in itself and contain within its four corners the mandate of the court, without extraneous references, and leaving open no matters of description or designation out of which contention may arise as to the meaning. It should not leave open any judicial question to be determined by others (Justice Roslyn Atkinson)

Consideration

- You-attitude: on your part, consider your audience and make it understandable for it.
- Consideration means:
 - i. Do not lose your temper.
 - ii. Do not accuse.
 - iii. Focus on “you” instead of “I” or “we”.

Correctness

- Use the correct level of language and correct mechanics of writing
- Sentence Types (Simple, Compound, Complex, Compound-complex)
- Four most common grammatical mistakes

Clarity

1. Choose Precise, Concrete, and Familiar Words
2. Construct Effective Sentences & Paragraphs

Familiar

About

After

Home

For example

Pay

Invoice

Proportional

Pretentious

circa (L)

subsequent

domicile

e.g. (L)

remuneration

statement of payment

pro rata (L)

- **Unfamiliar**

After our perusal of pertinent data, the conclusion is that a lucrative market exists for the subject property.

- **Familiar**

The data we studied show that your property is profitable and in high demand.

Concreteness

- Communicating concretely means being specific, definite, and vivid rather than vague and general.
- Often it means using denotative (direct, explicit, often dictionary-based) rather than connotative words (ideas or notions suggested by or associated with a word or phrase).

DENOTATIONS

- A **denotation** is usually the dictionary definition of a word that does not indicate any positive or negative qualities.

WORDS	
MEAN	INTEND TO CONVEY, AVERAGE, CRUEL
OBJECTIVE	AIM, SHORT QUESTIONS, GENERAL OPINION

CONNOTATIONS

- A **connotation** is an implication of a word or a suggestion separate from the usual definition.
- House: Mansion, villa, home, cottage, firetrap, shack.
- Student: Bookworm, nerd, dropout, scholar, researcher.
- Efficient, gentle, prompt (Positive connotations)
- Lazy, cowardly, delinquent (Negative connotations)
- Cheap product and cheap price
- The term “bad” in colloquial means its opposite.
- Speed, grass, coke

- Some of the following words can also lead to uncertainty and confusion:

Slightly	Small
Soon	Early
High	About
Most	A few
Slow	Almost
Several	Many

Courtesy

- Be sincerely tactful and thoughtful
- Use expressions that show respect
- Choose nondiscriminatory expressions

Omit Irritating Expressions

Irritating Expressions

You are delinquent

You are probably ignorant of the fact

You claim that

You did not tell us

You failed to

Obnoxious

Simply nonsense

Irresponsible

Inexcusable

Obviously you overlooked the fact

We must insist

We are amazed you can't

Singular Pronouns

- English lacks a singular neuter pronoun signifying “he” or “she.”
- Previously, masculine pronouns were accepted: “he...his bill...any customer...him...”
- The trend now is to avoid using “he, him, his” when referring to the hypothetical person or humanity.

Some More Rules

- Judicial Heroism
- The term “judicial heroism” has been coined here to epitomize the intellectual environment of a judge to impose his/her legal knowledge on the reader, which breeds verbosity, unnecessary repetitions, ambiguity, overuse of legal jargons, unwise use of modifiers with the result that the reader is impressed by the big and difficult words without being clear on what the judgment says.

Plain English

- By plain English the experts mean easily readable and understandable words and simple verbal structures. Before doing the whole exercise, a few examples are given here to clarify the concept.

One-word Dictionary

- The term “One Word Dictionary” has been coined to conceptualize all those words which compresses many shades of meaning into one word, and this word makes our meaning concisely precise, saving both our time and space given the constraints of judicial officers. For example, an animal which feeds only on grass and grains is called herbivore; 10 words compressed into one word. An animal which lives both in water and on land is called (12 words) is called amphibian. The word for a person who pleads cases at courts on behalf of others is (15 words) a lawyer. In legal contexts, the term “murder” covers all shades of killing in an unlawful manner.

INGREDIENTS OF A WELL-WRITTEN JUDGEMENT

- **1. Layout:** Orderly/logical sequence of parts of judgment. Appropriate flow between parts. Chronological sequence of event grouping by similarity of evidence, facts and issues, etc.
- **2. Language:** choice of language – English, Pidgin, Motu. English Official language of Court. Use plain/simple/ordinary language. Short sentences.
- **3. Accuracy/Correctness:** Correct statement of evidence, facts, law and conclusions derived from application of law to issues and correct orders.
- **4. Objective** – Avoid emotive, sensational, erratic, dramatized language.
- **5. Sensitive** – Avoid inflammatory, indignant, demeaning, offensive insulting language.
- **6. Neutral language** – Avoid gender bias, stereotype, etc. language

- **7. Customer – friendly:** Avoid arrogant language.
- **8. Independent reasoning** – Avoid deciding based on endless quotes from text books, case law and submissions of counsels.
- **9. Fairness** – Consider both sides in the argument.
- **10. Completeness** – All relevant evidence, facts, issues, and law must be addressed.
- **11. Legal** – Be legal but not too legalistic.
- **12. Observe principle of judicial comity.**
- **14. Absolute Necessity** – Make your point quickly. Avoid academic/philosophical/political/moral/religious language, etc.

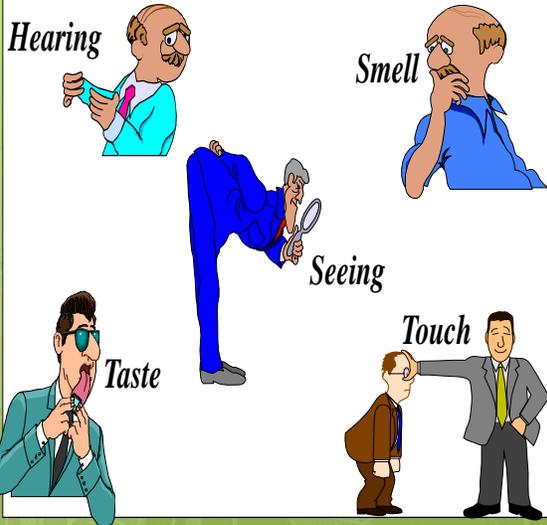
JUDGMENT WRITING

EFFECTIVE
COMMUNICATION

Brainstorming!

What is
communication?

Communication is a series of
experiences of...



Definition of Communication (1 of 2)

The exchange of thoughts, messages, or the like, as by speech, signals or writing.

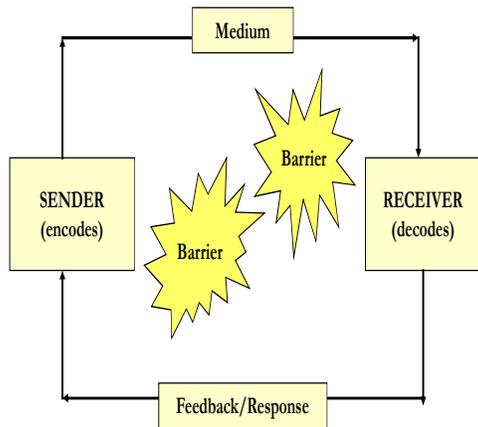
To express oneself in such a way that one is readily and clearly understood.

A Challenge

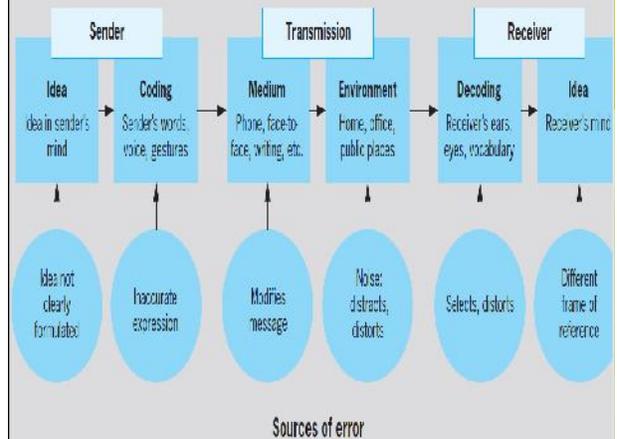
Please write a One Sentence Definition of
EFFECTIVE COMMUNICATION

Effective Communication is a process where a message is received and understood by the receiver in the manner that the sender intended it to be.

The Communication Process



Stages of the communication process



COMMUNICATION BARRIERS

Problems of Communication



- No two people are EXACTLY alike
- No two minds are EXACTLY alike
- No two cultures are EXACTLY alike

Result

Problems with communication occur when the communication filters are sharply different.

Barriers to Communication

1. State of Mind
2. Cross-cultural Differences
3. Inadequate Information/Pre-conceived Notions (Prejudice, Stereotyping, Projection, Self-fulfilling prophecies)
4. Closed Minds (Rigid Views)
5. Sender's Credibility
6. Other Circumstances Affecting Attitudes, Opinions, and Responses

Perceptions of Reality

- Mind as a Unique Filter
- Unique reality of each individual

Communication Problems in Perceptions of Reality

- o **Abstracting:** When we select some facts and omit others, we are abstracting
- o The economic situation of Pakistan in 2006 was not good, but now it is better.
- o **Necessary Desirable Abstracts**

- **Slanted Statements:** Biased or prejudiced statements in writing
-
- A reputed news reporter would not write: "A small crowd of retards came to hear the Governor's plan for 1997 yesterday noon in that rundown hotel that disfigures Hong Kong central."
-
- Instead the write-up might state: "Between 250 and 350 people heard an address yesterday noon by Governor Patton in the auditorium at the Conrad Hotel at Pacific Palace."

SENTENCE CONSTRUCTION

OVERVIEW OF PARTS OF SPEECH/SENTENCE
BEFORE WE MOVE ON TO SENTENCE
CONSTRUCTION

PARTS OF SPEECH

Parts of Speech	Description
Noun	Names things
Pronoun	Used instead of a noun to avoid repetition
Adjective	Describes things or people.
Verb	Expresses action or state of being
Adverb	Alters the meaning of the verb slightly
Preposition	Relates one thing to another
Conjunction	Joins words or sentences together
Interjection	A short word showing emotion or feeling

WHAT EXACTLY IS A SENTENCE?

<ul style="list-style-type: none">• A sentence is a group of words that makes sense on its own or expresses a complete thought. A sentence usually consists of a subject and predicate. Subject is one that performs the action while the rest of the sentence is termed as predicate.	<p>E.g. Sara went to the shops.</p> <p>In this sentence 'Sara' is the subject and the rest of the sentence is the predicate. The predicate here consists of the verb i.e. 'went', the preposition i.e. 'to', the definite article i.e. 'the', and the object i.e. 'shops'.</p> <p>Out of these, the three main parts are subject and verb.</p>
<ul style="list-style-type: none">• The subject of the sentence always performs the action which is reflected through the verb, and the action may or may not be related to the object.• For instance: Sara is knitting a sweater. Sara is knitting.	<ul style="list-style-type: none">• In order to express a complete thought, every sentence must have two parts:• 1. The subject (Sara)• 2. The verb (went)• 'To the shops' is not a sentence, because it does not give enough information.• You need to know who (subject) did what (verb).

Phrase, Clause & Sentence

- ☉ A **phrase** is a group of related words that
- i. does *not* express a complete thought
 - ii. does *not* have a subject and verb

E.g. at the beach, near the store, by this time

So be careful with using phrases as they do not express complete meaning.

Clauses

- Words and phrases can be put together to make **clauses**.
- A **clause** is a group of related words that contains a subject and predicate.
- Note the difference between phrases and clauses in this example:

Phrase	Clause
took the train	after Ali took the train
took the train	Ali took the train

KINDS OF CLAUSES

- I. INDEPENDENT CLAUSE
- II. DEPENDENT CLAUSE

- **Independent Clause** - An independent clause can stand alone as a sentence. Here is an example:
- [We walk to school] and [they go by bus].
- Both clauses in this sentence express a complete thought and can stand alone as a separate sentence.

<ul style="list-style-type: none">• Dependent Clause - A dependent clause cannot stand alone as a sentence. Here is an example:<ul style="list-style-type: none">• When the cake is done baking...• This clause does not express a complete thought and cannot stand alone.	<h2 style="text-align: center;">TYPES OF SENTENCES</h2> <ol style="list-style-type: none">I. SIMPLE SENTENCEII. COMPOUND SENTENCEIII. COMPLEX SENTENCEIV. COMPOUND-COMPLEX SENTENCE
<h3 style="text-align: center;">i. Simple Sentence</h3> <ul style="list-style-type: none">• A simple sentence, also called an independent clause, contains<ol style="list-style-type: none">i. a subject andii. a verb, andiii. it expresses a complete thought. <p>In the following simple sentences, subjects are in green, and verbs are in yellow.</p>	<h2 style="text-align: center;">EXAMPLES</h2> <ul style="list-style-type: none">• Some students like to study in the mornings. B. Juan and Arturo play football every afternoon.

II. COMPOUND SENTENCE

- A compound sentence contains
 - i. two independent clauses
 - ii. joined by a **coordinator**.
- The coordinators are as follows: for, and, nor, but, or, yet, so.
- (Helpful hint: The first letter of each of the coordinators spells FANBOYS.)
- Except for very short sentences, coordinators are always preceded by a comma.

EXAMPLES

- A. I tried to speak Spanish, and my friend tried to speak English.
- B. Alejandro played football, so Maria went shopping.
- C. Alejandro played football, for Maria went shopping.

III. COMPLEX SENTENCE

- A complex sentence has
 - i. an independent clause
 - ii. joined by one or more dependent clauses.
 - iii. It always has a subordinator such as because, since, after, although, or when or a relative pronoun such as that, who, or which.

EXAMPLES

- A. When he handed in his homework, he forgot to give the teacher the last page.
- B. The teacher returned the homework after she noticed the error.
- C. The students are studying because they have a test tomorrow.
- D. After they finished studying, Juan and Maria went to the movies.

IV. COMPOUND-COMPLEX

- **A compound-complex sentence is made from**
 - i. **two independent clauses and**
 - ii. **one or more dependent clauses.**

EXAMPLES

- We decided that the movie was too violent, but our children, who like to watch scary movies, thought that we were wrong.
 - i. independent clause: "We decided that the movie was too violent"
 - ii. independent clause: "(but) our children thought that we were wrong"
 - iii. dependent clause: who like to watch scary movies
- Although I like to go camping, I haven't had the time to go lately, and I haven't found anyone to go with.
 - i. independent clause: "I haven't had the time to go lately"
 - ii. independent clause: "I haven't found anyone to go with"
 - iii. dependent clause: "Although I like to go camping..."

Writing Grammatically Correct Sentences

There are four main problems that prevent people from writing complete, grammatically correct sentences.

- (a) the sentence fragment
- (b) the run-on sentence
- (c) lack of subject-verb and pronoun-reference agreement
- (d) lack of parallel structure

1. SENTENCE FRAGMENTS

- A fragment is a sentence which is not complete, and therefore not grammatically correct.

- There are three main causes of fragments:
 - i. a missing subject
 - ii. a missing verb
 - iii. A dependent clause standing alone

FOR EXAMPLE

- Thought about leaving the room.

- (Subject Missing)

EXAMPLE

- Many scientists think in strange ways. Einstein, for example.
- (Verb Missing)

EXAMPLE

- **If** you come home...
- **When** the rain falls...
- (Danger Words)

2. RUN-ON SENTENCES

- A run-on sentence is one which actually contains two (or more) complete sentences without the proper punctuation to create separate sentences.

Kinds of Run-on Sentence

- There are two common forms of the run-on:
 - i. the "**comma splice**" in which a comma is inserted between two complete sentences where a period should actually be used.
- E.g. John is a musician, he plays the guitar for a living.

<p>ii. a lack of punctuation where a semicolon or period is needed.</p> <ul style="list-style-type: none"> • E.g. There is a problem with the television however no one is available to fix it. 	<h3>3. SUBJECT-VERB AGREEMENT</h3> <ul style="list-style-type: none"> • In order for a sentence to be grammatically correct, the subject and verb must agree with one another in their tense. • If the subject is in plural form, the verb should also be in plural form (and vice versa). • There are usually three problems in subject verb agreement.
<p>1. Sometimes the subject (the person or thing doing the action of the verb) may seem to be plural, because it is a '<i>collective noun</i>'. <i>e.g. A swarm of bees 1 swarm, containing many bees</i> <i>A pack of cards 1 pack, containing many cards</i></p> <p>For Example:</p> <p>The class is very noisy today. My football team is doing really well.</p>	<p>2. The Subject is more than one thing or person. e.g. My colleague and manager were both promoted today. (Two people = plural subject)</p> <p>Rupert and Jane are football fans but Colin prefers shopping.</p>

3. Is the subject singular or plural?

e.g. The **bag** of **nuts** was too heavy to carry.
(Bag of nuts= singular subject. Many nuts, but there's only one bag.)

- To ensure subject-verb agreement, identify **the main subject** and **verb** in the sentence.
- Next, check to see if they are both **plural or singular**. E.g.

Examples

- "The **group** of students **are** complaining about grades."
- "A **recipe** with more than six ingredients **are** too complicated."

4. PARALLEL STRUCTURE

- The parallel structure of a sentence refers to the extent to which different parts of the sentence **match** each other in form.
- Parallel structure means using **the same pattern of words** to show that two or more ideas have the same level of importance.
- This can happen at the **word, phrase, or clause level**.

Examples

Not Parallel

Mary likes hiking, swimming, and to ride a bicycle.

Parallel

- Mary likes hiking, swimming, and riding a bicycle. OR
- Mary likes to hike, swim, and ride a bicycle.

Not Parallel

The production manager was asked to write his report quickly, accurately, and in a detailed manner.

Parallel

The production manager was asked to write his report quickly, accurately, and thoroughly.

Examples

- The new coach is a smart strategist, an effective manager, and works hard.
- In the last minute of the game, John intercepted the football and a goal was scored.

COMMUNICATION BARRIERS

Problems of Communication



- No two people are EXACTLY alike
- No two minds are EXACTLY alike
- No two cultures are EXACTLY alike

Result

Problems with communication occur when the communication filters are sharply different.

Barriers to Communication

1. State of Mind
2. Cross-cultural Differences
3. Inadequate Information/Pre-conceived Notions (Prejudice, Stereotyping, Projection, Self-fulfilling prophecies)
4. Closed Minds (Rigid Views)
5. Sender's Credibility
6. Other Circumstances Affecting Attitudes, Opinions, and Responses

Perceptions of Reality

- Mind as a Unique Filter
- Unique reality of each individual

Communication Problems in Perceptions of Reality

- **Abstracting:** When we select some facts and omit others, we are abstracting
 - The economic situation of Pakistan in 2006 was not good, but now it is better.
 - **Necessary Desirable Abstracts**
- **Slanted Statements:** Biased or prejudiced statements in writing
 -
 - A reputed news reporter would not write: "A small crowd of retards came to hear the Governor's plan for 1997 yesterday noon in that rundown hotel that disfigures Hong Kong central."
 -
 - Instead the write-up might state: "Between 250 and 350 people heard an address yesterday noon by Governor Patton in the auditorium at the Conrad Hotel at Pacific Palace."

CURRICULUM VITAE OF NIAZ MUHAMMAD KHAN

Personal Information

- Name: Niaz Muhammad Khan
- Father's Name: Paristan Khan
- Postal Address: Niaz Muhammad Khan, Registrar, Islamabad High Court
Peshawar High Court, Pakistan
- Permanent Address: Niaz Muhammad Khan s/o Paristan Khan village
Ahl Tehsil & District Mansehra
- Telephone # (Office): +92-51-9108038
- Telephone # (Res): +92-51-9108030
- Mobile # +92-3009367810
- Email: niazphc@hotmail.com
- Fax# +92-51-9108039

Educational Qualification

- Matric/SSC in First Division obtaining 65.1% marks
- Intermediate/HSSC in 2nd Division obtaining 55.8 % marks
- B.A/Graduation in 2nd Division obtaining 58.6 % marks

Professional Qualification

- FEL (First Examination in Law) in 1st Division obtaining 74 % marks
- LLB (Bachelor of Laws) in 1st Division obtaining 60.7 % marks
- 1 year Post Graduate Diploma in Islamic Laws from Sharia Academy
International Islamic University, Islamabad, Pakistan obtaining 62.37 % marks
- 3 months course from Pakistan Provincial Services Academy
- One week course of Financial Management from National Institute of
Public Administration

Academic Achievement

- Got merit scholarship in Intermediate.
- Got merit scholarship in LLB.

Professional and Service Career

- Remained as practicing lawyer of District Courts from 1983 to 1988.
- Remained as practicing lawyer of High Court in 1988.
- Joined Judicial Service as Civil Judge in 1988 by securing 1st position in the
exam of Provincial Civil Services (Judicial).
- Promoted to as Senior Civil Judge in 1994.
- Promoted to as Additional District & Sessions Judge in 2002.

- Promoted to as District and Sessions Judge on first of July 2010.
- Remained as Additional Member Inspection Team, Peshawar High Court for a period of 06 years.
- Remained as Additional Registrar (Admin), Peshawar High Court in 2010&2011..

Achievements in Service

- Awarded certificate of merit by the Chief Justice of Peshawar High Court Peshawar High Court in 1993 for outstanding performance as Civil Judge
- Awarded cash prize and certificate of merit for obtaining the first position in first Incentive & Reward Policy by the Peshawar High Court
- Received appreciation certificate from the Chief Election Commission of Pakistan in 1988 for conducting fair, and impartial General Election in 1988 as Returning Officer.
- Awarded Certificate of Commendation by the Chief Justice of Peshawar High Court in 2006 for rendering Services in the compilation of first ever Judicial Estacode 2006 in Pakistan and probably in the world.
- Awarded Certificate of Commendation by the Chief Justice of Peshawar High Court in 2011 for rendering Services in the compilation of second revised, and enlarged edition of Judicial Estacode 2011.

Capacity Building

- As a resources person delivered many lectures on various topics in Federal Judicial Academy Islamabad, Khyber Pakhtunkhawa Judicial Academy, Peshawar, and in other foras in connection with pre-service Orientation Training Programmes of newly appointed judges and also in service judges.

Conferences, Workshops, Seminars etc.

- Attended many conferences, workshops and seminars on legal subjects as resource person.
- Attended many conferences, workshops and seminars as facilitator, coordinator or research associate.
- Attended 2 days seminar on 24th and 25th of November 2004 at Peshawar as Research Associate on “Commercial Dispute Resolution (CDR)” in which Justice Branson of Federal Court Australia was the guest speaker.

- Attended 2 days UK Pakistan Judicial Conference as research Associate on a Protocol on “Children and Family Laws” on 22 and 23rd September 2003 at Islamabad.
- Attended seminar on “Protocol on Child Protection” jointly organized by UK Judges of Family Division, Lawyer of UK and Pakistani Judges in Jan 2005 at Peshawar as Research Associate.
- Three days training of trainers from British Council in 2004.
- One day training of trainers from British Council in 2007.

In the High Court besides Administration, the following special assignments have been given:

- Rule Making
- Litigation
- Resource person in capacity building of the Judges of District Judiciary
- Opinion
- Establishment

In the field of monitoring of District Judiciary has contributed a lot in pinpointing the deficiencies in the fields of Court & Case Management, Quick Disposal etc. and suggested some concrete proposals for improvement in Court & Case Management and Expeditious Disposal of cases. These deficiencies and proposals have been compiled in a booklet form to be known as “Consolidated Inspection Note of Inspections of Subordinate Courts, 2003”.

Computer skill- can operate computer as per requirement.

Books / Compilations

- Consolidated Inspection Note for 2003 (a book consisting of 63 pages)
- Judicial Estacode 2006 (A book consisting of 554 pages)
- Judicial Estacode 2011 (A book consisting of 679 pages)

ELEMENTS OF JUDGMENT WRITING

This topic covers the following five main areas of judgment writing:-

- i) Linkage of Judgment Writing with Law;
- ii) Linkage of Judgment Writing with Code of Conduct;
- iii) Neutrality of Judgment Writer;
- iv) Grasp of facts;
- v) Application of Law.

i) Linkage of Judgment Writing with Law: The participants are made aware of the different provisions of law enjoining upon a decision maker to deliver a judgment. The various legal aspects of law are discussed focusing on necessity of delivering a reasoned judgment.

ii) Linkage of Judgment Writing with Code of Conduct: This area covers the responsibilities of a judge who is to deliver a judgment which qualifies all the elements as reflected by the Code of Conduct for Judges. For instance, the trait of impartiality of a Judge requires a judgment to be impartial and an unbiased Judge shall deliver unbiased judgment.

iii) Neutrality of Judgment Writer: The participants are made conscious of the importance of the neutrality of the decision maker. The emphasis is not only on partisan tilt on material considerations such as extra judicial but also on psychological inclinations, mostly the product of unconscious evolutionary indoctrination, which leads to cognitive and implicit biases ranging from cognitive dissonance to anchoring bias and the like. The discussion also includes the techniques for reducing these biases to the minimum which include psychological catharsis, openness and impeachment of personal perceptions.

iv) Grasp of Facts: No Judgment can be called good judgment unless the decision maker has full grasp of the facts. The focus is on contextual understanding of the pleadings leading to understanding of core differences and then translating the same into real issues.

v) Application of Law: The participants are made aware of the importance of understanding the law in the decision making. The emphasis is on the understanding of both substantive and procedural laws and their application to the facts before them. A good judgment is one which makes proper nexus of law with the facts of the case. The understanding of law in factual context is an important feature of the talk.

APPRECIATION OF EVIDENCE

The Judgment Writing in judicial matters is based upon the correct appreciation of evidence. No Judicial Officer can deliver a good judgment unless he has the ability to appreciate the evidence holistically and in its true perspective. The focus is on sifting of relevancies from irrelevancies in order to avoid decision on the basis of irrelevant facts. The participants are made known the different categories of relevancies and their due weightage. They are also sensitized about the admissibility of the facts depending upon the cogency of the same. They are empowered to differentiate between rebuttable and irrebuttable presumptions about facts and also the conclusive evidence. The focus is on practical aspect of the matter enabling a Judicial officer to decide these issues at the moment when they crop up at the time of recording of evidence. They are also made conscious of the fact that how judgment is affected when an inadmissible fact is given weightage and how it goes to the root of judgment when relevancy is not appreciated.

INTERPRETATION OF LAW

The topic focuses on a good judgment in the context of interpreting the laws. A good judgment is one which is based on correct interpretation of laws as applicable to the facts of the case. The difference between the juristic and journalistic approaches is highlighted and it is emphasized that how the rules of interpretation can better be understood and applied while interpreting the laws. The discussion extends to different types of laws including Constitutional Law, Ordinary Law, Delegated Legislation and the like. The participants are also empowered to differentiate between superiority and subjection of laws, the effects of laws in retrospect and prospect; the effect of repeal of laws qua the substantive and procedural laws; the importance of words in the legislative instruments; the holistic approach in interpretation of laws and different approaches towards interpretation like purposive interpretation, contextual interpretation and the like. The participants are also made known the limitation of the courts in interpretation of laws and judicial review.

DR KHURSHID IQBAL
 Dean Faculty
 The Khyber Pakhtunkhwa Judicial Academy,
 Peshawar, Pakistan
 Phone: 0092-333 92 99 326
 Email: zwnakh@hotmail.com
 Alternate: gulalaikhattk@yahoo.com
 Official: Khurshid@kpkjudicialacademy.gov.pk

Education

- Sep 2004—Nov 2007: University of Ulster, UK. PhD: International Human Rights Law
- Sep 2001—Sep 2002: University of Hull, UK. LLM: International Business Law
- Oct 1993—Oct 1995: University of Peshawar, Pakistan. M.A.: Political Science
- Mar 1988—Mar 1990: University of Peshawar, Pakistan. L.L.B.

Professional Qualification

- Feb 1991—Dec 1992: Advocate, District Courts (non-practising)

Employment

- Dec 1992—Present: Judge, District Judiciary, Government of Pakistan
- Jan 2008—Present: Visiting Lecturer, Law College, University of Peshawar, Pakistan
- June 2009—Present: Visiting Lecture, International Islamic University, Islamabad, Pakistan

Career progression

I joined Provincial Judicial Service of Pakistan's Khyber Pakhtunkhwa province, as a Civil Judge, in 1992, promoted as Senior Civil Judge (1997), Additional District & Sessions Judge (2003) and the current position of District & Sessions Judge (2011).

Job description

Dean

As Dean of the Khyber Pakhtunkhwa Judicial Academy, Peshawar, I am responsible for teaching various training courses for judges, lawyers, prosecutors and other personnel of the justice system. I also design training modules, organize seminars and workshops on legal and judicial topics and produce their detailed reports for publication. As Dean I am the editor of the Academy's quarterly newsletter. I have designed the Academy's brochure. I also head the Research Wing of the Academy. Currently, I am leading two research studies of the Academy, funded by the UNDP.

Judge

I am a trial Judge for offences carrying capital punishment and first appellate Judge for private disputes, such as, contracts, torts, family, guardianship, rent, mortgage, compensation. I also perform administrative duties such as recruitment and promotion of court staff, evaluation of performance of subordinate judges and court staff, budget and accounts.

Special tasks (as a Judge)

1. Jan 2008—March 2008: Course Coordinator for a pre-service training of newly recruited Civil Judges/Judicial Magistrates at the Federal Judicial Academy, Islamabad.
2. March 2008—August 2008: Founding Director of the Judicial Training Centre at the Peshawar High Court, Peshawar.
3. April 2008: A key member of the organizing team of the 5th Provincial Judicial Conference held at Peshawar on 7 & 8 April 2008; produced detail report of the Conference.
4. August 2009: Organised, conducted a District Judicial Conference at Dera Ismail Khan (Khyber Pakhtunkhwa, Pakistan); produced its detail report.
5. Jan 2010—June 2010: Additional Special Judge Anti-Corruption.
6. Oct 2010—May 2011: Additional Member Inspection Team; Acting Director General of the Khyber Pakhtunkhwa Judicial Academy.
7. Sep 2011—May 2012: Director Human Rights Cell, Peshawar High Court, Peshawar.
8. Sep 2011—Feb 2012: Director Human Rights Cell, Peshawar High Court, Peshawar.
9. Feb 2012—Present: Dean Faculty, the Khyber Pakhtunkhwa Judicial Academy, Peshawar

Supervision & administration (as a visiting Lecturer)

- Currently, I am supervisor for three LLM and one PhD student
- I acted as an External Examiner for five LLM students.
- Member the Board of Studies of the Faculty of Law and Shari'ah at the International Islamic University, Islamabad.
- I am also a member of the admission committee of PhD students.

Consultancy

1. June 2012—I worked as Principal Facilitator at a one-day consultative of the UNDP, Islamabad and produced its detail report.
2. Dec 2009—Present. I am one of the trainers for the Society for the Protection of the Rights of the Child (SPARC), Peshawar (an Islamabad-based well known NGO). I conduct training sessions to an audience from Judges and Police Personnel.
3. Jan 2008—Present. I am one of the resource persons at the Federal Judicial Academy, Islamabad.
4. Oct 2011—Present. I am one of the resource persons at the Pakistan Provincial Services Academy, Islamabad.

Expertise by region: Pakistan

I am a recognised expert on the legal system of and human rights conditions in Pakistan. I am regularly invited by the Society for the Protection for Rights of the Child (SPARC) and the Pakistan Provincial Services Academy (PPSA), Peshawar.

Research interests

- Public International Law: human rights law, child rights, women's rights, security and development
- Application of Islamic law in Muslim states especially in Pakistan.
- Judicial education

Current research project

- Currently, I am working as a Subject Specialist with a UNDP support project: Strengthening the Khyber Pakhtunkhwa (Pakistan) Judicial Academy. Part of that project is writing a research article for a peer reviewed journal of international repute.
- My other current long term research projects are:
 - Countering Terrorism in a Post Colonial Society: the Case of Pakistan;
 - The Right to Development of the Vulnerable Poor: the Case of Pakistan's Forced Labourers.

Publications: monograph

1. K. Iqbal, (2009) *The Right to Development in International Law: the Case of Pakistan*, London: Routledge.

Peer reviewed articles

2. Iqbal, K. (2011), 'The Right to Development at the National Level: the Case of Pakistan's Judiciary', *The Asia-Pacific Journal on Human Rights and the Law*, pp 1-26.
3. Iqbal, K. (2010) 'Re-conceptualizing the Right to Development in Islamic Law', *International Journal of Human Rights*, Vol. 14, Issue 7, pp 1013-1041 (2010).
4. Iqbal, K. (2009) 'Judging Juvenility: Determination of Age of Juvenile Offenders under Pakistan's Juvenile Justice System', *Pakistan Journal of Criminology*, Vol. 1(3) October 2009, pp 105-118.
5. Iqbal, K. (2007) 'The Declaration on the Right to Development and its Implementation', *Political Perspective*. Vol. 1(1), pp 1-39.
6. Iqbal, K. (2005) 'The "War on Terror" and the Rights-Based Approach to Development', *Journal of Islamic States Practices in International Law (JISPIL)* Vol. 1(1), pp 23-36.
7. Iqbal, K. (2003) 'The Role of NGOs in the Dispute Settlement of the World Trade Organisation', *Journal of Law and Society* (Faculty of Law, University of Peshawar), pp 11-28. Vol. XXVIII (41), pp 11-28.
8. Iqbal, K. (2004) 'Environment as a Human Right', *International Human Right Perspective*, Vol. III (1), pp 139-167. (Human Rights Centre, Faculty of Law, University of Peshawar).

Book review

Iqbal, K (2007) 'Women, the Koran and International Human Rights Law' (by Niaz A Shah, 2006, Martinus Nijhoff Publishers), *Religion & Human Rights*. Vol. 2. pp 189-193.

Expert papers (unpublished)

1. K. Iqbal (Jan 2011), 'Comments' on Research Project-I ("Streamlining the Overlapping Mandates of Judicial Academies in Pakistan") and Research Project-II ("Some Observations on the Problems Facing Judicial Education in Pakistan") by Sultan Babar Mirza and Syed Ehsanullah Shah, submitted on the instruction of the Peshawar High Court, for onward discussion in Pakistan's National Judicial Policy Making Committee.
2. K. Iqbal (June 2011), 'Report on implementation of the Principles of Policy', produced on the instruction of the Peshawar High Court, for onward submission to the Khyber Pakhtunkhwa Provincial Assembly.

3. K. Iqbal (Sep 2009), 'A Review of the Juvenile Justice System Ordinance (JJSO), 2000 in Pakistan: Problems, Issues and Recommendations', commissioned by Pakistan Society of Criminology as a background paper for reviewing the JJSO.

Presentations/Conference Papers since 2009

1. 'Judicial Education in Pakistan: Challenges to and Prospects of the Khyber Pakhtunkhwa Judicial Academy', International Judicial Conference, Islamabad, 13—15 April 2012, organized by the Law and Justice Commission of Pakistan.
2. 'Consultation on the draft Borstal Law and Borstal Institution', as part of law making for the protection of the rights of the child, Peshawar, 31 December 2011, arranged by Regional Directorate of the Ministry of Human Rights, Peshawar.
3. 'Judiciary and Judicial System in PATA', as a Thematic Expert at a two-day workshop on the implementation of Strengthening the Rule of Law in Malakand (SRLM), Peshawar, 15-16 December 2011, arranged by UNDP, European Union and USAID.
4. 'Determination of age of Juvenile Offenders' at one-day Consultation on the Juvenile Justice System Ordinance, 2000, for Judicial Magistrates of Malakand Division, Swat, 3 December 2011, arranged by Society for the Protection of the Rights of the Child (SPARC) in collaboration with the Khyber Pakhtunkhwa Judicial Academy.
5. 'The Concept, Evolution and Ideology of Human Rights', Guest Lecture, the University of Peshawar, 20 May 2011, arranged by the Departments of Gender Studies, Sociology and Social Work at the University of Peshawar.
6. 'The Women's Protection Act, 2006', Guest Lecture, the University of Peshawar, 9 April 2010, arranged by the Departments of Gender Studies, Sociology and Social Work at the University of Peshawar.
7. 'The Right to Development in International Law', Guest Lecture arranged by the Faculty of Law and Shari'ah, the International Islamic University, Islamabad, 10 May 2010.
8. 'Protection of Child Rights by the Police Personnel', two-day training of Police Investigators, District Battagram, 17-18 December, 2009.
9. 'Protection of Child Rights by the Police Personnel', one-day training of Police Investigators, District Peshawar, 5 April, 2010, arranged by an NGO Shehri Best Citizen for Environment.

General Editor

I am acting as one of the general editors of the Pakistan Journal of Criminology.

I acted as a sub editor of the Journal of Islamic States Practices in International Law, UK

Funding

1. In 2008, I won an Australian Endeavour Research Fellowship for my postdoctoral research project at the University of Melbourne, but could not avail because of refusal of leave by my employer.
2. In 2009, I won an Erasmus Mundus Research Fellowship for my postdoctoral studies at the University of Brussels, Belgium, but could not avail because of personal reasons.
3. In 2004, I won a Vice Chancellor Research studentship for my PhD at the University of Ulster, UK.
4. In 2001, I won a prestigious Britannia Chevening award for my LLM at the University of Hull, UK.

Membership of societies

1. I am a member of the Pakistan Society of Criminology (2009).
2. I am a member of the Society of Legal Scholars, UK (2011).

Teaching and developing new courses Jan 2008—present

Since joining the Law College, the University of Peshawar and International Islamic University, Islamabad in June 2009, I have designed and developed courses on international and national protection of human rights. I have developed two new postgraduate courses on Islamic law and human rights, development and human rights and international humanitarian law.

Postgraduate

International Human Rights Law: Convenor
Islamic Law and Human Rights: Convenor
Human Rights and International Humanitarian: Convenor
Dispute Settlement in the WTO: Convenor

Undergraduate

International Human Rights Law: Convenor
Islamic Law and Human Rights: Convenor
Human Rights and International Humanitarian: Convenor
Dispute Settlement in the WTO: Convenor

Synopsis

Contemporary Trends in Judgment Writing: A Literature Review

The session aims at reviewing existing legal scholarship on the subject of judgment writing. It also seeks to inculcate a spirit of research-based reading and exploration of best practices in other jurisdictions. It argues that while the existing literature reflects that judgment writing is an art, the trend in judgment writing trainings seems to be heading in the direction of developing an inventory of skills and attributes of judgment writing. This systemization of knowledge and skills may be seen as if the art of judgment writing is being developed like a science.

The session reviews a range of key research articles under different themes: definition, reasons for writing judgments, readers of court judgments, writing style and its kinds and reasoning. It critically examines the definition of judgment given by judicial pundits in their research. It discusses various definitions of judgment from Australian, American, Indian, British and Pakistani perspectives. It then examines the reasons why judges write judgments. The bulk of literature shows that judges write judgment because judgment writing is a statutory requirement, judges are professional writers, judges write for publication, judgment writing is no less important than deciding a matter, judges must have potential readers in their mind and being a serviceable product, judgment creates respect for judiciary and inspires confidence of the public.

There are two kinds of readers of judgments: primary and secondary. Primary include parties and their lawyers and appellate judges. Secondary include all others, such as, lawyers, law teachers and students, political and social scientists, researcher, to name but a few. In any case, a judgment must be clear, concise, logical, unambiguous and free of lingua franca (the jargon of legal profession). The session then discusses the style of judicial writing. They are rhetorical, literary, low or exploratory and high or declaratory. Some judges are known for their thoughts: for example, Justice V. Krishna Ayer is known as a philosopher; Justice Bagwati as a social scientist. The participants are advised to read Pakistani judgments and explore who falls in which category. The contemporary literature also contains much about the role and significance of judicial reasoning. The session highlights different methods of reasoning. They are inferential—reliance on evidence; intuitive—psychological process; neutral—non-aligned and impartiality—uncontaminated thinking. It also discusses deductive and inductive method of reasoning in the process of judicial decision making. At the end, the session shares a list of bibliography with the participants.

Address of hon'ble Chief Justice

To address young judges is really a privilege and matter of great pleasure for me. I cordially congratulate you on successful completion of your training. You are our future and, now, we are glad to see our future in trained hands. Training enhances skills and enriches capabilities. No doubt the astonishing ratio of daily institution of cases reflects the quantum of confidence of masses upon judiciary but how to adjudicate properly and timely ---- requires sincere hearts, skillful minds and effective hands, therefore, the real object cannot be achieved without proper training. Dispensation of justice is the sole objective for which all Messengers were sent down, so judges are the caliphs of prophets in this secret job. The job, therefore, requires a great deal of caution and care.

By now you are in the dawn of your career. You need to maintain legal standards. You must keep moral values as well. To the extent of personality of a judge, law and morality run together because each bears effects on reputation which remains with judge and travels with judge. So whatever the circumstances may be in whatever worse situation might arise, you should not make a departure from law and judicial ethics.

Always remain impartial. Shun your own imbibitions. Leave no room for extrinsic interference. Merits should be the sole standard of your decision. Our judgment must reflect these values. Personal affiliations shall, in no case, be housed in a judgment and be aware of the Day of Judgment while giving a decision in writing a judgment.

At the end, let me conclude it by telling you that now we have succeeded to enable you discover you're potential, develop insight and utilize your capabilities. I advise you that before making your opinion, study the facts carefully and appreciate the evidence properly. Your judgment must reflect the required standards of communicating and writing skills. Go back to your position, prove the objective of the training, and break the locks of your minds and come up to expectations of your nation.

May Allah guide and help you.

Director General's Remarks

Hon'ble the Chairman; the Registrar & the MIT, PHC; the Resource Persons; Media;

Distinguished Guests, Ladies and Gentlemen

I am glad to say that we have successfully completed this fourth six-day training course on Judgment Writing. Asghar (the anchorperson) said that with the conclusion of this particular training, the number of trainees reached one hundred. He said that thus the Academy has completed its century. That's great. But, respected Sir, may I say that the number would hit another century if we count 20 Prosecutors and 16 Judicial Officers of the last week's Training of Trainer program and about 50 each of the two one-day seminars on Shari Nizam-e-Adl Regulation, 2009 and Human Rights Consultation.

Sir! We are now working full blown. The next year—2013—will be very busy for us. The short course for lawyers and journalists are in final stages. We expect to receive a batch of 28 Prosecutors for their pre-service training. We have two new officers—Qazi Attaullah, Civil Judge, as Director Instructions and Dr Adnan Khan, Director Research. Qazi is in the final stage of his PhD. Adnan is a recent PhD holder from the University of Lincoln, UK. So, we have now three PhDs.

We also look forward to have support from other donors. Two days before, we had an extensive meeting with a three member EU mission. As we inch forward, our convictions and commitment sink deeper and deeper. We are ready to embrace the challenge. We assure you that we will be, by the grace of Allah Almighty, able to meet the challenge successfully. We have a strong team spirit. We have a high commitment. We have a great conviction to work hard.

We hope the skills that the Civil Judges learnt here at the course will prove useful in delivering high quality judicial decisions and expressed in written judgments.

Remarks of the CR

Honourable the Chief Justice, Peshawar High Court, worthy Registrar, respected Director General and Directors, Khyber Pakhtunkhwa Judicial Academy, distinguished guests and dear fellow participants!

Assalam-o-Alikum!

I take it as an honour to speak here on behalf of the participants of the 4th training group in Judgment Writing which concluded a little while ago. As we all know, judgment writing constitutes a major and most important function of a judge. A judgment, being the end-product of Court proceedings, holds a mirror to its author, reflecting his image-his intellectual prowess, depth of knowledge, legal acumen, analytical ability, professional integrity, communication skill and, above all, his sense of justice-not only to himself but, as a public instrument, to others as well, particularly the parties whose rights and obligations it determines in the context of controversy. The Judicial Academy rightly picked up judgment writing as the subject of the first ever training course organized by it.

At the outset of the training, most of the participants, perhaps for the first time, learn from Mr. Zia Ahmad Khan about the “The Perception Lock” that every person carried about him and the need to break it open in order to know others, especially for a judge to deliver quality judgment. He also apprised the participants of the key stress-management techniques. Mr. Niaz Muhammad Khan, in his very comprehensive lecture, dwelt at length on the idea of a quality judgement, its elements, tool and techniques of writing one, its conformity to the code of conduct, demands it made on the part of writer, its touchstoneetc. Miss. Ayesha Siddiqa took up some grammatical issues as part of communication skill to improve linguistic ability of the participants for better expression. Dr. Khurshidiqbal approach the subject from the angle of contemporary trends of judgment writing while Mr. AttaullahQazi dealt with it from Islamic perspective. The training program, I am sure, will go a long way in updating the knowledge and skills of the judges, improving their confidence level, developing their personalities and building their capacity.

Yester night we had informal get-together to celebrate Academy night where we exchange pleasantries, enjoyed poetry and music, besides sumptuous and scrumptious food in a friendly environment.

One thing I must not miss mentioning here. It must be a pleasant surprise for anyone familiar with the century-old rickety structure that previously housed Session Courts, to see them transformed, in a very short span of time, into a splendid venuecomprising lush-green lawns and magnificent buildings with a blend of conventional and modern architecture. The DG and the administration of the academy under the able supervision and guidance of the hon’ble Chief Justice deserve applause for this land-mark take off.

In the end, I consider myself duty-bound to extend thanks to the hon'ble Chief Justice and the Academy for providing us a valuable opportunity of learning

Thank You

Syeda Tehreema Sabahat
Civil Judge-1, Abbottabad

List of Participants

S.No	Name	Posting at
1	Mr. Zia Jehnagir	Haripur
2	Mr. Seemab Waheed Siddiqui	Karak
3	Ms. Benish Habib	Mardan
4	Mr. Khalid Anwar	Bannu
5	Syed Israr Ali Shah	DIKhan
6	Ms. Imrana Shaheen	Haripur
7	Mr. Inam Khan	Haripur
8	Mr. Issa Khan	Swabi
9	Mr. Abdul Hassan Mohmand	Shangla
10	Mr. Irshad Ali	Nowshera
11	Mr. Muhammad Qasim	Malakand
12	Mr. Asmat Ullah	Kohat
13	Mr. Islamuddin	Mansehra
14	Mr. Muhammad Zahoor	Dir Upper
15	Mr. Muhammad Ishaq	Swat
16	Mr. Nasrullah Khan	Peshawar
17	Mr. Adil Akbar	Peshawar
18	Mr. Abdul Qayum Siddiqui	Buner
19	Mr. Ejaz-Ur-Rehman Qazi	Charsadda
20	Ms. Tehreema Sabahat	Abbottabad
21	Ms. Shams-ul-Huda	Mardan
22	Syed Murad Ali Shah	Chakdara
23	Mr. Adil Mir	Swat
24	Mr. Muhammad Asghar Ali	Tank
25	Mr. Zaeem Ahmad	Lakki Marwat

Group Photo



KHYBER PAKHTUNKHWA JUDICIAL ACADEMY
4th One-Week Training Course on Judgment Writing for 25 Civil Judges / Judicial Magistrates
(3-8 December, 2012)



Sitting 1 to R:
Ms. Shams-ul-Huda, Ms. Imrana Shahben, Mr. Adnan Khan, Mr. Zia Ahmad Khan, Mr. Hayat Ali Shah(Director General),
Mr. Justice Dost Muhammad Khan(Chairman), Mr. Muhammad Saleem Khan, Mrs. Riffat Aamir, Mrs. Sofia Waqar Khattak,
Ms. Benish Habib, Ms. Tehreema Sahabat.

Standing Row#1 L to R
Ms. Tehreema Sahabat, Mr. Zia Akhazip, Syed Muzaf Ali Shah, Mr. Asmat Ullah, Mr. Muhammad Asghar Ali, Mr. Ejaz-ur-Richman Qori,
Mr. Muhammad Zahoor, Mr. Nasrullah Khan, Mr. Senab Yasheed Siddiqui, Mr. Issa Khan, Mr. Adil Akbar, Mr. Adil Mif.

Standing Row#2 L to R
Mr. Adil Mif, Mr. Abdul Qayum Siddiqui, Mr. Irfan Ali, Mr. Islamuddin, Mr. Khalid Anwar, Mr. Muhammad Qasim, Mr. Zaveen Ahmad,
Mr. Muhammad Ishaq.