Instructional Design in Open Distance Learning: Present Scenario in Pakistan

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Abstract

Higher Education Commission, Pakistan established fourteen Distance Learning Directorates in formal universities to cater the need of education for external students through open distance learning. Open Distance Learning needs a compact instructional design mechanism which deals with Analysis, Design, Delivery, Improvement and Evaluation being practiced in these Open Distance Learning Directorates. The study aimed to determine the present scenario in Pakistan regarding instructional design practiced in open distance learning. Objectives of the study were to investigate the instructional design mechanism being practiced by open distance learning directorates established in formal institutes in Pakistan, to identify the problems faced by directorates of open distance learning and to propose indigenous students' supportive instructional design mechanism for open distance learning in Pakistan. The study was descriptive in nature and survey was conducted by a self-developed questionnaire. Sample of 200 management persons, 336 teachers and 1184 students were taken randomly by these directorates for the study. The study found that every directorate is running program on ODL using different strategies and no harmonious instructional design mechanism was in practice. Insufficient resources of ICT, faculty, learning material, student support services and examination system was found. Criteria set by Higher Education Commission need improvement. There is a need of unified harmonious National Policy for running Open Distance Learning in Pakistan.

Keywords: Instructional design, open distance learning, present scenario, Pakistan

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Introduction

Education is the process of constant learning during the course of life. This is of great significance to the high development of human civilization. Education raises human standards and guides everyone to the path of growth and prosperity. To meet the challenges of access and equity in higher education, academic institutions and government were looking for a different education system that could provide access to information and learning with a degree of recognition like the traditional education system (Akhter & Akbar, 2015). Fourteen distance Education directorates have been established under the directive of Higher Education Commission Pakistan. These directorates are offering extensive undergraduate, post-graduate, M.Phil. and doctoral programmes in various academic disciplines. Distance Education is noted for its cost-effective policy to provide higher education at a minimum cost. Students of this mode are at distance, for them students' supportive instructional design is very important. In Pakistan HEC has established fourteen distance learning directorates. There is a dire need to provide them mechanism for students' supportive instructional design in distance educations.

Information Resource Management Association (2011) believes that distance learning is supported by these teaching methods in which due to the physical isolation of learners and teachers, the interaction and the pre-activity stage of teaching pass through printing, mechanical or electronic devices. An intrinsic link exists between students' supportive instructional design and distance learning. Their inextricability in the real world raises specific problems of interest in the field of students' supportive instructional design. In no other teaching/learning situation is students' supportive instructional design as essential as in distance learning. The conditions of distance learning make it a necessity to have long-term instructional planning, cost analysis, curriculum and course development, instructional materials development and maintenance, delivery plans, and detailed evaluation rules. Without all of these components, distance learning simply could not happen. It may take some time for this necessity to be acknowledged, as can be seen in the history of distance learning. However, students' supportive instructional design becomes even more critical as increasingly costly and complex means are used. Present study will be beneficial for distance educational institutions/Directorates, instructional designers in the field of distance education, tutors and students (Noreen & Hafeez, 2016).

Literature Review

Open and distance learning (ODL) in Asia Pacific has many unique characteristics. The most notable attribute is the large number of students at ODL. For example, at least seven ODL institutions out of 10 in the Asian Pacific region are mega-universities (over 100,000 in-service students in degree programs). There are more than 5.6 million active students in Allama Iqbal Open University (Pakistan), Sukhothai Thammathirat Open University (Thailand), Anadolu University (Turkey), Indira Gandhi National Open University (India), China Central Radio and Television University (China), Korea National Open University (South Korea), Payame Noor University (Iran) and Universitas Terbuka (Indonesia). The change is because of the speedy expansion of ICT usage (Pervaiz, Kanwal, & Muhammad 2009). International Telecommunications Union released a report in 2004, according to that report, the growth rates of fixed-line, Internet and mobile users in Asia Pacific over the past few years have exceeded the single-digit growth rates in other regions. The development of information and communication technologies has generally facilitated the introduction of ICTs into the teaching process by ODL agencies. Most agencies use ICT as a mode of assisted tuition and as a method of improving student services (Westerfelt, 2011).

Online learning is one of the latest and most frequently used terms, which is usually defined as the physical separation of learners and teachers using information and communication technologies over the internet (Chongwony, 2008). It is recognized that most definitions refer to the separation of teachers and learners from the transmission of instructional materials through telecommunication systems. It also leads to learners who have the flexibility to adapt themselves to the course's timing and location. Video programs, study guides, textbooks, learning experiences, and various other learning aids are used in online learning that may include telephone, email, and face-to-face contact with teachers (Jonassen, 2011). Instructional design development process is divided into six phases: i) Needs assessment to understand why instructions are necessary. ii) Audience analysis is based on students who have participated in similar distance education courses (Butt, 2007) (iii) In order to effectively carry out educational work; maintain the infrastructure of educational institutions and the environment. (iv)The goals and objectives of the entire process of instructional design are planned for preparation (Ericsson, 2009). (v) Various media will present a series of teaching methods, and the average option should appear after

the content is selected. (vi)Assessment techniques have a useful basis for learning objectives (Vergis& Hardy, 2010).

In the distance education system, a variety of instructional designs are used to communicate information to students. Instructional design is a comprehensive and qualitative process that analyses learning needs and goals. It also develops delivery systems to meet the learning needs. This teaching design process includes the evolution of teaching activities and materials. Instructional design as a subject of knowledge, related to the research and theory of instructional programs. It also covers the development and implementation of all of these instructional programs. As a science instructional design covering the full range of norms of development, implementation, evaluation and situation maintenance, reducing complexity at all levels, whether related to the subject of small or large units. The instructional design becomes a reality when the process is fully completed, and then the designer consummates, examines and evaluates all the components (Rocci & Haghi, 2012).

Compared to traditional teaching methods, distance education, with the developments in information and communication technologies, has enabled the realization of different distance education applications. The assessment and evaluation caused by developments in distance education on the current trends in education take place between these applications. Assessment process is important for students and distance education as well as all the institutions to determine how much students have learned as a result of their education. This process provides important feedback for both sides (Altan & Seferoglu, 2009). From this point of view, it is expressed by researchers that students' opinions about the process of assessment and evaluation have a great importance. To increase the effectiveness of distance education assessment activities, alternative to the traditional measurement tools, different vehicles can be used (Dali, 2008). Hussain (2012) aims to study the instructional paradigm of Pakistani virtual education. His research concludes that Pakistani virtual universities follow a learner-centered instructional paradigm. It makes use of Internet-based virtual television networks for online instructions and learning. It promotes confidence among learners by providing them with activities including case studies, assignments and projects. The instructional paradigm reflects resilience but seems to enhance self-confidence by improving learner performance.

Open Distance Learning (ODL) was launched in Pakistan in the early 1970s. The Allama Iqbal Open University was established under the 1974 Act of Parliament. It is the first of its kind in Asia and the second in the world after the establishment of the UK Open University. It

is a system that is appropriately tailored to the clear needs of the majority of the population of countries like Pakistan. A country that relies primarily on agricultural products requires a technical and vocational education system to equip its individuals with the skills they need. These goals were proposed in the National Assembly and translated in the form of the People's Open University later known as the Allama Iqbal Open University (Awan, 2015). Jumani and Khan (2009) have carefully studied the opinions of Pakistani students who have entered higher education through distance learning. A questionnaire consisting of 10 items was prepared; it determines students' perceptions of the quality of higher education by focusing on distance education. Respondents confirmed that higher education is very important, although at the same time, people find it challenging to conduct higher education through distance learning. Respondents also said that assignments and workshops that are an integral part of distance learning are important for improving knowledge and are very helpful for exam preparation. Study revealed that learners were fully aware of the importance of higher education in terms of equivalence between distance education and formal education.

ODL Directorates are using different approaches and methods to communicate and teach their students which includes workshops, Sunday classes, assignments, projects, online lectures, recorded lectures etc. In Pakistan at present there should be some major facilities requires for ODL programs to be provided by HEC for ODL Directorates in Conventional universities. Distance Learning Unit covers the approaches to teaching, learning and assessment in ODL Directorates. Student's program of study should fundamentally be delivered directly by the institution which is nominated for Distance learning or through its own separate ODL program management Unit through or department. Distance learning does not require a physical presence of the students within the institution whose academic honor is being pursued through successful completion of the academic requests. All of the academic elements of study programs e.g. eligibility criteria, academic regulations, scheme of study, course contents, assessment policy are well defined and approved by concerned regulatory bodies of the institution. Complete departmental support is available at institute in the form of dedicated faculty and regular programs at constituent. Exclusive arrangements are made for the fair assessment of learning processes in the distance learning. The quality of program should be administered through a student information system (SIS): SIS helps in management of academic activities ranging from student admissions, registration, academic scheduling, transcript, Learning metrics, faculty feedback, student

accounts, fee etc. Quality Enhancement Cell (QEC) office at distance learning unit of an HEI must adopt effective means to collect and review feedback from learners, teacher and facilitating units. The Grade Point Average system will be implemented to the semester system as per conventional system of HEIs. There can be maximum two intakes in Spring and Fall each year. To ensure that equivalence of programs is maintained, summative assessments must be of the same standard for students on the same program whether they study on campus (Hussain &Rahmani, 2009).

HEC emphasized that ODL institutions make sure that there are permanent teachers available in whole academic year of courses to manage DL teaching conference for distance learners. The teaching staff equivalent to minimum university level lecturer must ensure active engagement with student's similar to conventional on campus teacher. It will be sole responsibility of the institute offering DL programs to must provide own or third party study facilitation centers. An HEI must provide evidence of arrangements to facilitate students in this regard presence of such facilitation is mandatory in major target districts. Trainings in the use of LMS, student portals and other online resources is very essential and also a basic requirement. Training sessions must be conducted for students to make them comfortable in the use of computer and internet. To provide best possible learning experience closely matching real class environment, an HEI must build capacity to capture and record lectures (Hussain &Rahmani, 2009).

Statement of the Problem

The problem under exploration was to determine the present scenario in Pakistan regarding instructional design practiced in Open Distance Learning.

Research Objectives

i.   To investigate the instructional design mechanism being practiced by open distance learning directorates established in formal institutes in Pakistan.
ii. To identify the problems faced by directorates of open distance learning.
iii. To propose indigenous students' supportive instructional design mechanism for open distance learning in Pakistan.

Methodology

Present study was descriptive in nature and survey technique was used to collect data from targeted institutes. The targeted population of the study comprised of all students, teachers and management persons working in the fourteen directorates of distance education in Pakistan which were as under:

i. Bahauddin Zakriya University, Multan
ii. Comsats IIT, Virtual Campus, Islamabad
iii. Gomal University, Dera Ismail Khan
iv. University of Balochistan, Quetta
v. University of Peshawar, Peshawar
vi. University of Sindh, Jamshoro
vii. University of Agriculture Faisalabad
viii. Government College University, Faisalabad
ix. Islamia University, Bahawalpur
x. Shah Abdul Latif University, Khairpur
xi. International Islamic University, Islamabad
xii. Sukkur IBA, Sukkur
xiii. Sarhad University, Peshawar
xiv. The University of Faisalabad, Faisalabad

As the study targeted directorates of distance education all over Pakistan so by keeping in view constraints of time and resources convenience sampling technique was used to get data, because in convenience sampling the first available primary data source was used for the research without additional requirements and from those population members who were conveniently available to participate in study. Data was collected from total 1720 respondents (336 teachers, 1184 students and 200 management persons). Questionnaire was developed after thorough study of literature and pilot testing it was used as data collection tool. Data was collected through personal visits and sending questionnaires by post. To achieve the objectives of the study, mean and percentage analysis was done to analyze the data with the help of SPSS Version 21.

Results

Table 1

Instructional Design Mechanism Practiced by Distance Education Institutions (N=1720)

S. No.	Dimensions of Instructional Design Mechanism	Mean
1.	Course Development	1.49
2.	Course Delivery	1.74
3.	Admission Procedure	1.35
4.	Student Support	1.63
5.	Assessment and Evaluation	1.47
	Total	1.54

Table 1 indicates instructional design mechanism practiced by distance education institutions. On first dimension 'course development', respondents respond indicate that practice of course development is done but it's not that much up to mark (Mean = 1.49), whereas on second dimension which deals with 'course delivery' respondents indicate less agreement regarding provision of different course delivery modes (Mean = 1.74). When inquired respondents view about the admission procedure majority disagree with different features provided by distance education institutions (Mean=1.35). On 'student support service' respondents respond is not much in favor of practices done by institutes (Mean=1.63) The last dimension inquires about assessment and evaluation, majority don't agree with the provision of different evaluation and assessment practices of (Mean = 1.47). Overall mean results (Mean = 1.54) indicates that institutions that are providing distance education are not up to mark in these five dimensions of instructional design mechanism.

Table 2

Admission Procedure (N=1720)

	Admission Procedure	Mean
1.	Admission advertisement on social media.	1.40
2.	Admission procedure is clear.	1.20
3.	Guidance is provided by administration regarding admission queries.	1.21
4.	Entry test is mandatory.	1.59
5.	Fee is affordable.	1.34

Table 2 shows practice of admission procedure by distance education institutions of Pakistan. On admission advertisement on social media respondents show moderate agreement (Mean = 1.40), about the clarity of admission procedure mean result is not much satisfactory (Mean = 1.20), mean score shows that guidance is not provided by administration to majority regarding admission queries (Mean = 1.21), results indicate that entry test for admission is mandatory (Mean = 1.59), fee is not affordable for majority of respondents (Mean = 1.34). The overall results depicted that respondents are not much satisfied with the overall admission procedure of directorates of distance education in Pakistan.

Table 3

Course Development Process (N=1720)

	Course Development	Mean
1.	Institution offers online courses.	1.72
2.	Course goals, learning objectives and outcomes are clear.	1.21
3.	Print material is provided	1.47
4.	Books are available online in soft form.	1.78
5.	Courses are well organized and need based.	1.27

Table 3 shows practice of course development which is one of the main dimensions of instructional design mechanism as practiced by distance education institutions of Pakistan. Majority indicates that institutes are offering online courses (Mean = 1.72), mean scores revealed that course goals, objectives and outcomes are not clear to majority of the respondents (Mean = 1.21), Moderate range of respondents were satisfied with the availability of print material (Mean = 1.47), Majority reported that books are available online (Mean = 1.78), respondents are not much satisfied with the organization of courses. The overall result of this dimension depicted that there are some practices on which respondents agree and there are some on which they don't, some distance education directorates have these practices but not all of them have.

Table 4

Course Delivery Process (N=1720)

	Course Delivery	Mean
1.	Learning Management System (LMS) is available.	1.43
2.	Instruction television and radio is used.	1.87
3.	Lectures on CD-ROM are available.	1.81
4.	Skype and other related networking sites are used.	1.89
5.	Teleconferencing is conducted.	1.90
6.	On-campus workshops are conducted.	1.55

Table 4 describes the opinion of respondents related with the practice of course delivery by distance education institutions of Pakistan. Some respondents believe that Learning Management System is available (Mean = 1.43). Majority responded that instruction television and radio is used (Mean = 1.87), majority believe that lectures are available on CD-ROM (Mean = 1), most of the respondents responded that Skype and other networking sites are used (Mean =1.90), majority believe that teleconferencing is conducted, moderate range of respondents believe that on campus workshops are conducted (Mean = 1.55).The overall result shows that moderate range of the respondents don't agree with availability of different course delivery practices by distance education institutions.

Table 5

Student Support Services (N=1720)

	Student Support	Mean
1.	Social media is used by university to convey information.	1.51
2.	Access to websites is provided by university.	1.58
3.	Technical support is provided by university.	1.73
4.	Face-to-face and online academic counseling is available.	1.64
5.	E-learning portal is available.	1.77
6.	SMS information service is provided by university.	1.44
7.	University call center is operational.	1.73

Table 5 shows practice of student support by distance education institutions of Pakistan. Some respondents believe that social media is used by university to convey information (Mean = 1.51), not all but some

of the respondents responded that access to different websites is provided by university (Mean = 1.58), majority believe that technical support is provided by university (Mean = 1.73), mean result indicate that some believes that face to face and online academic counseling is available (Mean = 1.64), in some distance learning directorates E-learning portal is available (Mean = 1.77), respondents are not much satisfied with availability of SMS information service (Mean = 1.44), majority of respondents believe that call center is operational (mean = 1.73). The overall result regarding practices of student support services by distance education institutions is not much satisfactory, there are different factors on which majority of respondents did not agree.

Table 6

Assessment and Evaluation Process (N=1720)

	Assessment and Evaluation	Mean
1.	Online practice questions and tests sessions are available for students	1.78
2.	Standards for evaluation of assignments are made clear.	1.39
3.	Plagiarism of assignments is checked.	1.45
4.	Grading policy clearly defines expectations for the course and respective assignments.	1.39
5.	The assessment instruments are detailed and appropriate to the student work and respective outcomes being assessed.	1.52
6.	Proper feedback is provided by tutors about assignments and exams.	1.26
7.	System is updated on the basis of regular feedback by student.	1.47

Table 6above shows practice of assessment and evaluation by distance education institutions of Pakistan. Mean result indicates that online practice questions and tests sessions are available for students (Mean = 1.78), respondents are not much satisfied with the clarity of standards of evaluation of assignments (Mean = 1.39), plagiarism of assignments is not checked by every institution (Mean = 1.39), some of the respondents responded that assessment instruments are detailed and appropriate to the student work and respective outcomes being assessed (Mean = 1.52), respondents are not satisfied with the feedback provided by tutors (Mean = 1.26), responded believe that system is updated on the basis of regular feedback by student. Overall result indicate that majority

of respondents agreed upon the factors practiced by universities regarding assessment and evaluation.

Table 7

Analysis of Open-Ended Responses about Problems Identified in ODL System by Respondents (N = 1720)

S. No	Problems Identified	Frequency	Percentage
1.	Lack of facilities (books, study material, ICT, laptop, notes, A.V aids, internet)	884	51
2.	LMS system need to upgrade	854	50
4.	Untrained teachers in field of ODL	721	42
5.	Lacking face to face interaction	710	41
6.	Poor assessment system/Improper feedback	656	38
7.	No creativity in teaching/learning	597	35
8.	Attendance problem	594	35
9.	Mismanaged workshops/tutorials	570	33
10.	Irrelevant curriculum	543	32
11.	No guidance from teachers	491	29
12.	Difficulty in contacting teachers	430	25
13.	No separate infrastructure	428	25
14.	Unsatisfactory examination system	411	24
15.	Student fee unapproachable	396	23
16.	Class timings are not feasible	379	22

Table 7 mention respondent's response regarding problems they are facing in Open Distance Learning system. Majority of the respondents were facing problems because of lack of facilities which includes study material, ICT and A.V aids. Learning Management System facilitate students and teachers specially in Open Distance Learning System and respondents are facing problems in handling and availability of this system and unavailability of internet is also major issue for the respondents. Teachers are not trained specifically for distance education system, no proper face to face interaction with teachers is arranged by institutes, and respondents are not satisfied with the assessment system. Creativity is encouraged all over the world in teaching learning process; our respondents are feeling lack of creativity in this matter. Respondents are facing problem with their attendance shortage, mismanaged workshops, irrelevant curriculum and lack of guidance. Students are facing guidance issue from teachers and problem in contacting teachers, no separate infrastructure is provided by institutes for distance learning students and staff and student fees is not affordable for everyone.

Findings and Discussion

Some of the public and private sector institutes are contributing in higher education by keeping their focus on distance education for providing better and easy access to those students who are unable to attend regular educational institutes for carrying out their education in Pakistan. For this directorates of distance education have been established in these institutes to independently manage the distance education system. Present study grasps the perception of students, teachers and management persons of fourteen directorates of distance education in Pakistan. The study found that every directorate is running program on ODL using different strategy and no harmonious instructional design mechanism is in practice. There were five major indicators in this study regarding instructional design mechanism being practiced by directorates of distance education in Pakistan. Indicators of instructional design mechanism being practiced by open distance learning institutes in Pakistan are studied which revealed that practice of course development for open distance learning is not that much satisfactory, respondents indicate less agreement regarding provision of different course delivery modes, majority disagree with different admission procedure features provided by open distance learning directorates, respondents respond is not much in favor of practices of student support service, majority don't agrees with the provision of different evaluation and assessment practices for students, overall results indicate that directorates of open distance learning in Pakistan are not up to mark in these five dimensions of instructional design mechanism. A study on instructional design mechanism of AlOU revealed that distance courses are developed using standardized instructional design techniques and the content is arranged in a logical order and need analysis is done before developing courses. Maintain creativity during the course development process and also offer courses in e-learning with availability of media support (Ashfaq, Chaudhry & Iqbal, 2016).

Regarding practice of admission procedure some of the respondents agree with ongoing different practices of admission procedure which includes provision of information about admission procedure through advertisement on social media, clarity of admission procedure to understand, provision of guidance by institute's administration regarding admission queries, entry test is mandatory for admission and admission fee is affordable but majority respond was not achieved in the favor.

Course development is the major indicator of instructional design mechanism results revealed that on many factors including offering online courses, provision of print material in form of books and notes,

availability of online books in soft form on which majority of respondents disagreed. Practice of course development by directorates of distance education in Pakistan is not much up to mark. There are many factors including offering online courses, provision of print material in form of books and notes, availability of online books in soft form on which majority of respondents disagreed. Overall result of this dimension depicted that there are some practices on which respondents agree and there are some on which they don't, some distance education directorates have these practices but not all of them have.

For the practice of course delivery, majority do not agree with availability of different course delivery practices which include use of instructional television for delivery of lectures, stored lecture notes on CD-ROM, usage of Skype and other networking sites for live lectures and conversations with instructors and practice of frequently teleconferencing. Regarding practice of student support results are not much satisfactory, there are different factors on which majority of respondents don't agreed which includes provision of technical support in case of difficulties related with online course and e-learning portal is not established by university. Mowes (2005) evaluate students support services in open and distance learning and concluded through the findings that students are facing many problems like communicating with their tutors, orientation in distance setup, information regarding books and learning material and students are of the opinion that students support service is very much important to solve their issues. Lee (2003) in his study concluded that there is lack of learner-centered approach in developing and practicing student support services in distance education systems.

Practice of assessment and evaluation is a very important indicator on which majority disagreed regarding availability of online practice questions and tests sessions, there was average response regarding clarity of standards for evaluation of assignments, plagiarism of assignments and proper feedback about assignments and exams and system. There was difference of opinion found between respondent's views about course development practices and assessment and evaluation regarding their statuses. Administrators were found with higher agreement about practices of course development performed by directorates of distance education as compare to teachers and students. As compare to administrators and teachers, students believe that course delivery practice is much satisfactory in directorates of distance education.

Many problems were identified by respondents which they are facing in open distance learning system which includes lack of facilities which includes study material, ICT and A.V aids, handling and availability of

learning management system and unavailability of internet, teachers are not trained specifically for distance education system, no proper face to face interaction with teachers is arranged by institutes and respondents are not satisfied with the assessment system, respondents are feeling lack of creativity and encouragement from tutors, attendance shortage, mismanaged workshops, irrelevant curriculum and lack of guidance no separate infrastructure is provided by institutes for distance learning students and staff and student's fee is not approachable for everyone are major problems. These results are consistent with the study of Akhter and Akbar (2015) about problems of distance learners which revealed that learner did not receive the study package and exam-related information on time, such as exam schedule and grade card. All instructors do not communicate their correct address and contact number to the student, making it difficult for learners to submit assignments on time. Learning centers, workplaces, and test centers are chosen away from their homes and do not have proper physical facilities. Workshops held in the afternoon continued until the evening which is tough especially for female students. Marking is unfair, and the tests used for evaluation only include long paper-type projects. Sometimes, students will also find errors in the result cards that are caused by irresponsible work of the staff involved in the preparation of the results. Another study by Noreen and Hafeez (2016) identifies challenges of open distance learning which comprised of digital learning, including need to provide a variety of online learning resources for distance learners, academic training in electronic content development, and the inability to obtain digital technology and the resulting costs.

Recommendations

i.   Admission procedure may be upgraded to be more systematic and administration may be more trained professionally to deal with students and give information.
ii. It is recommended to improve the practice of course development by offering online courses, provision of print material in form of books and notes and availability of online books in soft form.
iii. It is recommended to improve course delivery process by improving the use of instructional television for delivery of lectures, stored lecture notes on CD-ROM, usage of Skype and other networking sites for live lectures and conversations with instructors and practice of frequently teleconferencing along with provision of study material, books, recorded lectures and ICT for teaching learning process.
iv. It is recommended that directorates of distance education may develop a framework of student support by establishing a systematic

process of identifying, analysing and assessing the present needs and issues of students.

v.   Fair and clear assessment system may be promoted and established with clear grading system by launching ICT based online assessment and evaluation tools for the students which may be objective in nature rather than the on-going subjective one, this may include on-line examination and e-portfolio.

vi. The study recommends to follow the criteria set by Higher Education Commission and it also need improvement by seeking suggestion by its stakeholders. There is need of unified harmonious National Policy for running Open Distance Learning in Pakistan.

vii. It is recommended for further researchers to compare institution wise data to get a clear picture of the performance of directorates of open distance learning in Pakistan.

Proposed Indigenous Student Supportive Instructional Design Mechanism for ODL in Pakistan

Following indigenous student supportive instructional design mechanism has been proposed for Open Distance Learning institutes in Pakistan.
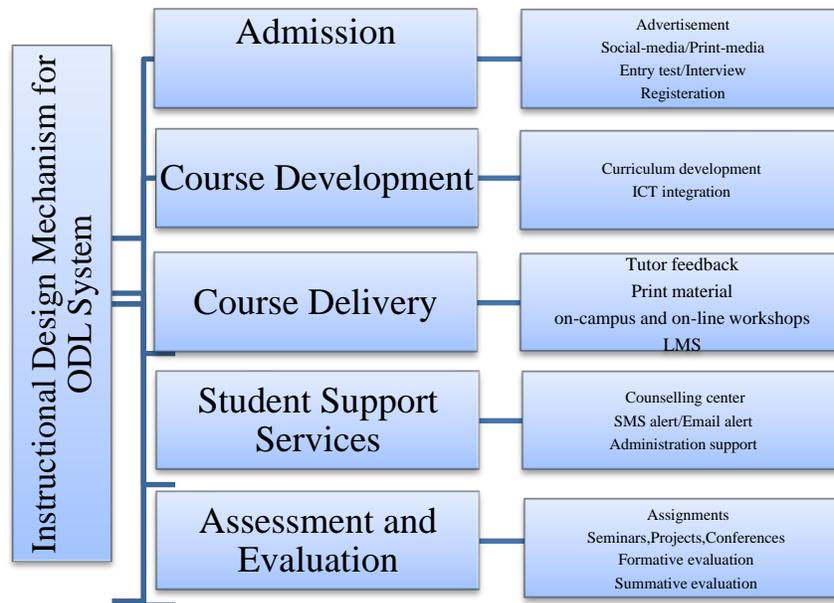
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