

# PAKISTAN JOURNAL OF DISTANCE EDUCATION

Volume I

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:

Issue No. 2

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international research  
journal

Research and statistical centre

Allama Iqbal Open University  
Islamabad Pakistan

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(ii)

PAKISTAN JOURNAL OF DISTANCE EDUCATION

Objectives :

1. To provide a forum for discussing policies and perspectives on distance education in Asia and the Pacific Region.
2. To assess achievements made in distance education in the region and in the world.
3. To present research on problems and issues of distance education.
4. To develop close coordination with distance education institutions and strengthen regional and international ties with associations of distance educators.

(iii)

### PAKISTAN JOURNAL OF DISTANCE EDUCATION

Pakistan Journal of Distance Education is dedicated to the distance learning system rapidly growing in Asia and the world over. The Journal welcomes studies, research and review papers dealing with past, present and future perspectives of distance education, with a view to awakening further interest in the newly growing discipline and opening new vistas of research.

Authors are advised to send two copies of manuscripts, retaining one with them for reference. The submission of a manuscript will be taken to imply that the material has not been previously published. Work included in the manuscript but done by the author in other places should be clearly acknowledged. Data in the form of figures or tables.

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# THE HISTORY OF THE UNITED STATES

## CHAPTER I: THE EARLY YEARS

The first chapter of the book discusses the early years of the United States, from the time of the first European settlers to the end of the American Revolution. It covers the exploration of the continent, the establishment of the first colonies, and the struggle for independence.

The second chapter discusses the period from the end of the American Revolution to the beginning of the Civil War. It covers the growth of the nation, the expansion of territory, and the political and social changes that were taking place.

The third chapter discusses the Civil War and Reconstruction. It covers the causes of the war, the course of the conflict, and the challenges of rebuilding the nation after the war.

The fourth chapter discusses the period from the end of Reconstruction to the beginning of the Progressive Era. It covers the growth of industry, the rise of big business, and the social and political reforms of the Progressive Era.

The fifth chapter discusses the Progressive Era and the early 20th century. It covers the social and political reforms of the Progressive Era, the rise of the automobile and other new technologies, and the challenges of World War I.

The sixth chapter discusses World War I and the 1920s. It covers the causes of the war, the course of the conflict, and the social and political changes of the 1920s.

The seventh chapter discusses the 1930s and World War II. It covers the Great Depression, the New Deal, and the course of World War II.

The eighth chapter discusses the Cold War and the 1950s. It covers the tensions of the Cold War, the Korean War, and the social and political changes of the 1950s.

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## WHO SHALL BE SERVED?

## Some reflections on the role of distance-learning systems

By

DR. G. A. ALLANA

Vice-Chancellor, Allama Iqbal Open University

Countries which take up distance-education as a means of solving some of their educational problems may be faced with a considerable dilemma: which particular problems should have priority? The UK Open University focussed its initial efforts on a BA course and it has only gradually moved into the field of what might be called Functional Education (difficult as that is to define).

In his report on the research seminar held in Penang in July, 1984 (see p-57) Dr. Dean Nielsen indicates the main target groups of the institutions which participated. It is quite clear that different priorities exist or have been selected in each country; for example, the exclusively degree provision at the University Sains, Malaysia and the new concern at Ramkhamhaeng Open University, Thailand, for rural groups.

At a recent conference I attended in Thailand, the Rector of that country's other distance-teaching institution, Sukothai Thammathirat Open University, Professor Dr. Wichit Srissa-an put forward the distance education approach as one which offered a swifter and more direct path to the democratisation of education in developing countries. In his view it was vitally necessary for such countries to adopt open learning systems as it was only by these means that the large majority of working people could have access to education without disrupting their working lives and earning capacity. These advantages were important not only to the individuals themselves but also to the societies concerned, since the distance systems were not only economical in cost but maintained the input of the students to national productivity.

This led Dr. Wichit to pose the question: For whom is distance education intended? The main target groups, in his view, were working adults and recent graduates of secondary schools. However, for an Open University such as the STOU to provide educational services for those two target groups-so diverse in maturity, background, life-style and motivation-by-the same teaching mode inevitably constituted a complex problem.

This kind of problem has faced Allama Iqbal Open University since its inception. Its objectives, laid out quite clearly in the Act which established it, embrace not only provision for degree work but for the educational uplift of the masses, as well as updating and re-training in the fields of technology, agriculture and teaching. As Dean Nielsen also remarks: "It serves a wide variety of clientele, wider than any of the other Open universities involved in the workshop, its learners range from sub-literates to students at the masters' degree level".



This range of target groups is at once both the University's strength and its greatest challenge. In holding to the principle of life-long education, it aims at improving the quality of life of the masses, seeks to increase the qualifications of working people and strives to expand the educational opportunities for secondary school graduates. By attempting to provide for such diverse groups, which involves reaching out to both rural and urban populations, the AIOU is consciously attempting to further the democratisation of education at all levels and in every corner of the nation, even the remotest.

In fact, it would be appropriate to call its offerings "door-step" courses, since it attempts to bring education directly into the homes of its learners, wherever and whoever they might be : dwellers in far-off mountainous areas or remote rural villages ; or those crowded into urban communities and teeming city centres.

Providing for these widely differing audiences does pose enormous problems, as Dr. Wichit points out. However, rather than trying to use a common teaching mode, the AIOU has deliberately set out to devise different strategies and methodologies to meet the widely varying needs and circumstances of such groups.

While its General Education courses provide what is now an almost conventional model of distance learning (*i.e.*, printed materials supported by radio and television and by tutorials), its Teacher Education programmes often provide special workshops and supervised teaching practice, while its technical courses (*e.g.*, Electrical Wiring) provide not only correspondence modules but weekly, one-day workshops for skill-practice and testing.

At the basic functional level, the methodologies may be even more group specific, even though catering for large numbers. Here there are three main developmental approaches. First, both historically and continuously, are the Integrated Functional Education projects described on page 25 by Dr. Arif Zia. These, based on needs surveys, combine literacy with vocational and community skills and are intended to produce prototype materials for provincial authorities to use. FEPR (Functional Educational Project for Rural Areas), on the other hand, concentrates on knowledge and skills of a more direct kind, with literacy as a secondary target and collaboration with nation-building departments (*e.g.*, Agricultural Extension Services) as a firm objective.

Thirdly, the Literacy Centres established by the University in over seventy locations are providing daily study sessions with the immediate objective of leading participants across the first threshold of language learning and use.

Providing for such a diverse range of educational and social needs is an enormous task, one far greater than that faced by any other institution in Pakistan. Although supported in its work by aid agencies, the University is still greatly under-resourced. Its central facilities will shortly be enhanced, mainly through UK/ODA assistance, but its Regional Services and overall outreach network are greatly in need of development to meet the constant calls for knowledge and skills from all parts of Pakistan. We can offer ourselves some congratulation for our achievements so far; however these must be not a resting place but a base for yet further efforts.

**INTRODUCTION TO KOREA CORRESPONDENCE UNIVERSITY**

By

**DR. SOON CHAN KWON**

President, Korea Correspondence University

Korea Correspondence University provides opportunities of higher education for those high school graduates who cannot pursue ordinary college education in Korea. The University's primary concern is to raise the general educational level of the Korean people so that they may contribute to the national welfare.

The University endeavours to improve not only academic but also the professional qualities of those people who are now or will be engaged in various professional fields in the future.

Since its foundation in 1972, about 35,000 students have graduated. The current student enrolment is about 140,000. The number of the administrative staff is 214 and that of the faculty is 53.

**Departments and Students**

The University offers five-year courses in twelve major fields leading to the degree of Bachelor of Arts. They are: Elementary Education, Korean, English, Chinese, French, Law, Public Administration, Economics, Business Management, Agriculture, Home Economics, and Computer Sciences. Applied Mathematics courses will be offered in 1985. The University also offers a two-year course in Early Child Education. When the University reaches the final stage of its expansion plan in 1986 the total enrolment will be 250,000. The admission quotas of students by the major fields are shown in Annex 2.

**Newspaper**

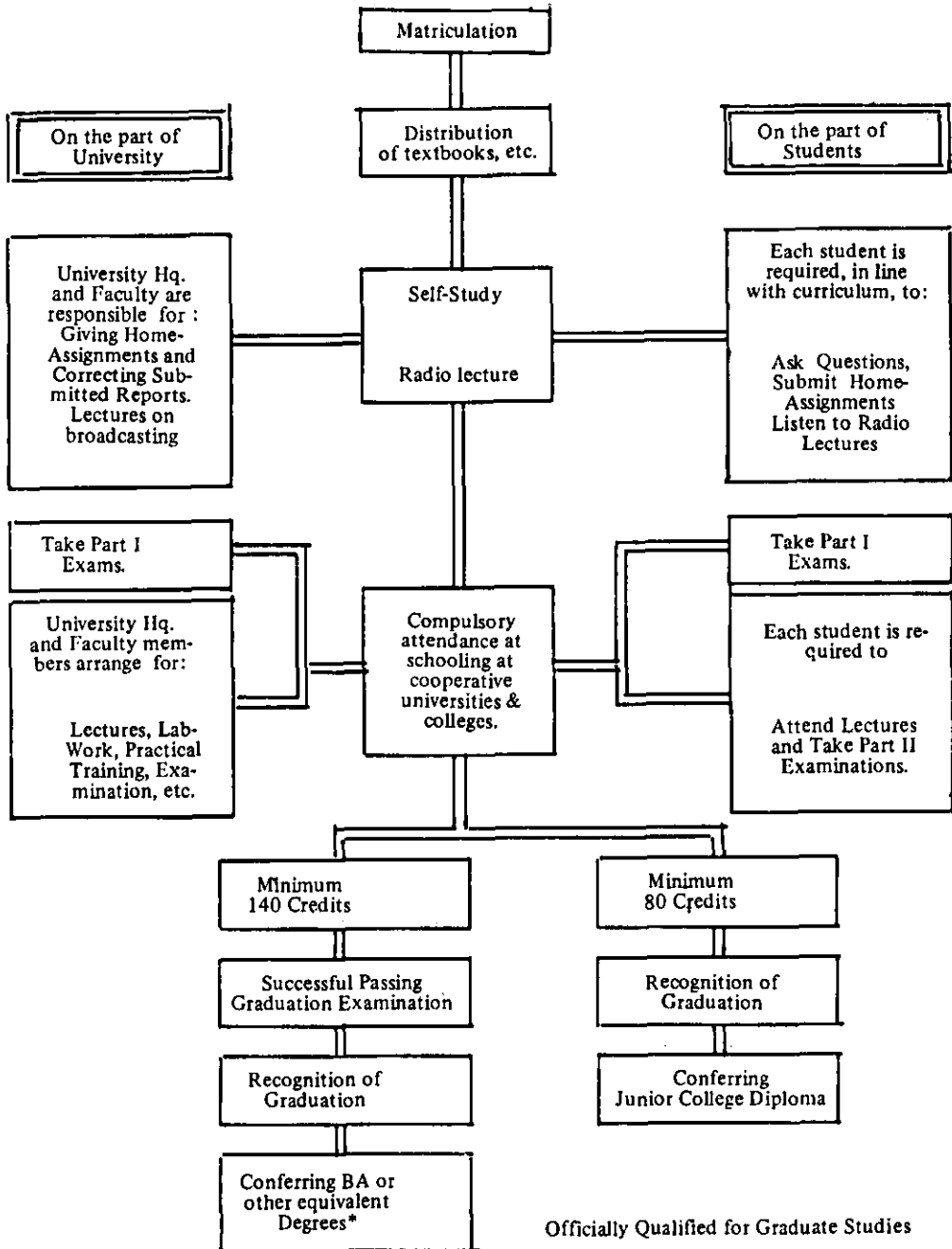
The University publishes a weekly newspaper and distributes it to the students by mail. It carries news about college administration and includes information for the students. Its main function, however, is to give more knowledge and information for study. It carries articles written by professors on the subjects related to their lectures.

**Evaluation**

Students' academic achievements are evaluated partly on the basis of their written reports and partly on the results of their examinations at the end of each semester. The examination has two parts. The first part is the evaluation of the subjects covered by the radio lectures. The second part is conducted by the instructors at the co-operating colleges and universities. The proportions of evaluation are: 10% for written assignments, 60% for radio lectures and 30% based on face-to-face instruction.

**Course of Study**

The course of study from matriculation to graduation is shown by the following diagram.



### Attached Institutes

The University has some specialist facilities. The University Library is used by professors and students not only for books but also for cassette tapes on specific subjects. The Data Processing Room computerizes information about academic affairs such as matriculation, registration, scholastic records, graduation, and so on. It also computerizes administrative matters. The University Computation Laboratory, where we have 150 micro computers, is used by students' for learning and practice.

The University has a Research Institute, which conducts comprehensive and special researches on correspondence education such as curriculum, development of teaching materials and instruction media, and the management of open classes. There are three teams organized within the Institute: Research Planning Team, Teaching Materials Research Team, and International Affairs and Academic Exchange Team.

### Students Activities and Facts

Since the students of this university have fewer opportunities of communicating with each other than ordinary college attendants, we have organized a Students' Association to guide extra-curricular activities.

Of the student total 140,000, about 65% are male and about 35% are female, As for age group, about 65% are in their twenties and about 19% in their thirties. About 7% are below twenty years of age and about 9% are over forty. In terms of occupation, jobless people total 24% teachers 19% businessmen 19%, public officials 15% soldiers 6%, merchants 4%, bank clerks 3%, farmers 2% engineers 1%, nurses 1%, fishermen 1%, and others 5% (see later diagrams).

### Organization

The President represents the University and is responsible for the general academic affairs and administration. He is assisted by the Faculty Council and the Management Committee. The Faculty Council deliberates on matters of matriculation, graduation, schooling, examinations, special lectures, liaison with the cooperating institutions and the conferring of degrees.

The University has a Board of Academic and Student Affairs, and an Administration and Management Section as part of the office of the President. The Board consists of the Academic Affairs Section, the Instruction Affairs Section and the Academic Records Section. The Academic Records Section manages the Students' Counselling Office, which conducts counselling by post, telephone and face-to-face.

### Regional Centres

The University has twenty-four local Centres throughout the country where students can gather together and discuss their problems, borrow books and tapes, or can be provided with studying room. These Local Centres are intended to foster and maintain cooperation with cooperating colleges and universities as well as conducting part of the administrative affairs of the University.

The later diagrams show the characteristics of students by age, type of high school attended, sex, occupation and region, etc.



### Methods of Instruction

The University utilizes a variety of teaching methods including radio lectures and schooling, as well as student attendance at lectures given at cooperating institutions.

All the lecture programmes are broadcast on the KBS Educational channel in early morning and late evening hour. The radio lectures are conducted by the authors of the textbooks, all of whom are currently affiliated with Seoul National University and by the members of the faculty of Korea Correspondence University. Pre-arranged announcements cover, besides the time schedules, various information on the content of, and preparations for, each broadcasting session.

Two week "schoolings" are held during the winter and summer semesters at cooperating institutions composed of 28 national universities and colleges, 11 professional colleges, and 11 junior colleges of education. Schooling gives an opportunity for students to get together and study with professors. Students attend lectures, have laboratory work and received practical training at the schooling institutions.

Besides the radio lectures and face-to-face schooling, students are required every semester to submit several reports on assigned subjects and topics. These reports are sent to teaching staff of the Korea Correspondence University. Here they are corrected and assessed and then returned to students. The results of the assignments form a part of the students' academic record.

## Departments and Students

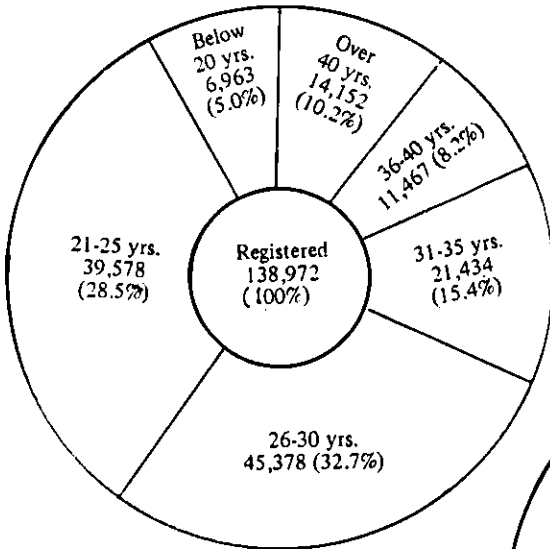
1984 academic year

Item Course	Departments	Admission Quotas	Number of Students					Total
			1st year	2nd year	3rd year	4th year	5th year	
University Level	Elementary Education	2,000	1,268	4,612	6,712	4,677	4,068	21,337
	Korean	2,000	2,221	-	-	-	-	2,221
	English	3,000	3,641	3,310	3,285	-	-	10,236
	Chinese	2,000	2,366	-	-	-	-	2,266
	French	2,000	1,645	-	-	-	-	1,645
	Law	3,000	3,631	2,174	3,190	-	-	8,995
	Public Administration	4,000	5,220	5,083	5,015	6,122	4,531	25,971
	Economics	2,000	2,771	1,331	2,915	-	-	7,017
	Business Management	4,000	4,781	4,478	4,972	5,134	3,739	23,104
	Computer Science	2,000	2,445	2,126	-	-	-	4,571
Junior College Level	Agriculture	3,000	3,492	1,776	3,445	2,731	2,112	13,556
	Home Economics	3,000	3,313	3,263	3,659	3,181	2,190	15,606
	Early Child Education	1,000	1,474	974	-	-	-	2,448
Total		33,000	38,247	29,059	33,189	21,837	16,640	138,972

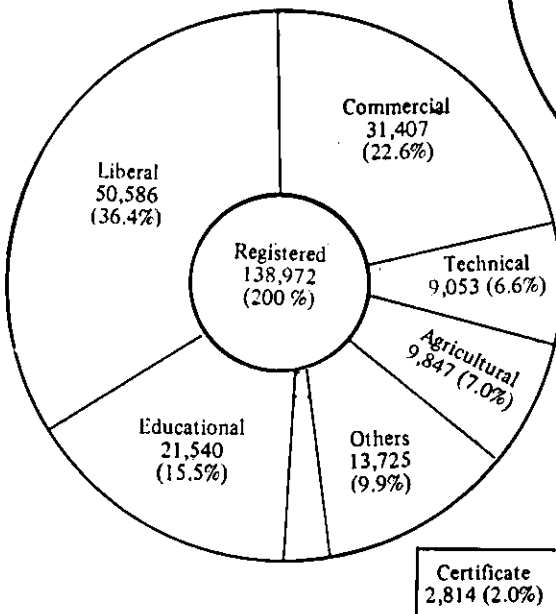
Annex 2

STUDENT STATISTICS FOR THE YEAR 1984

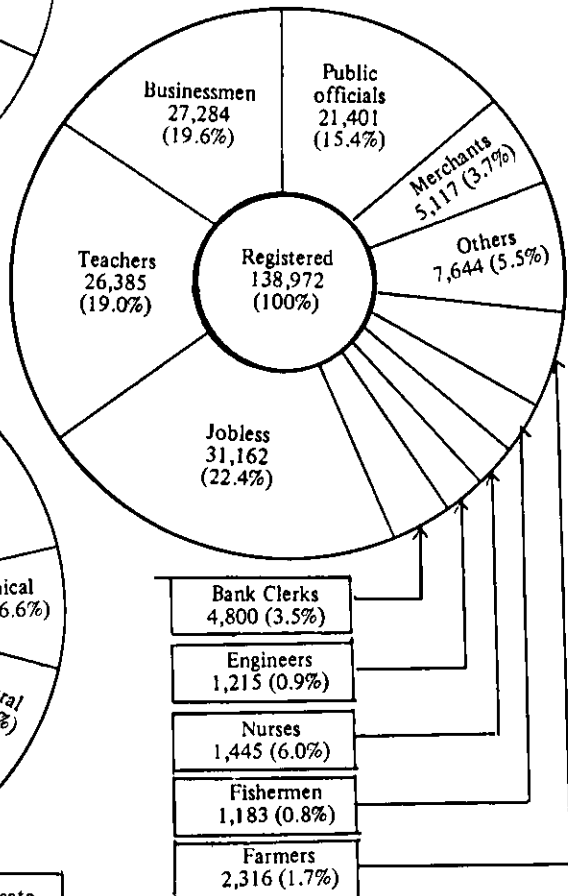
1. Proportions by age



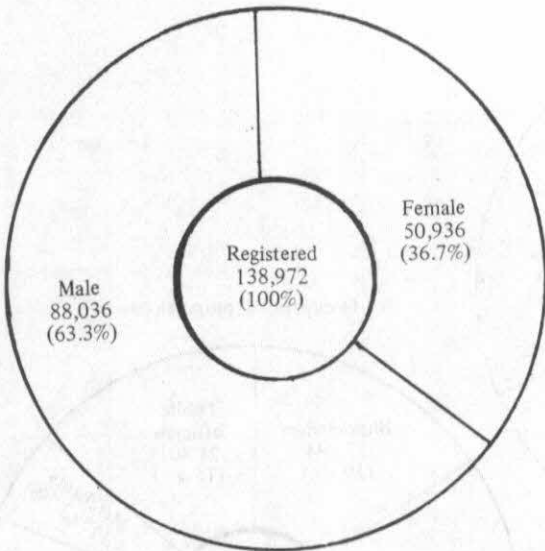
2. Proportions by type of high school attended



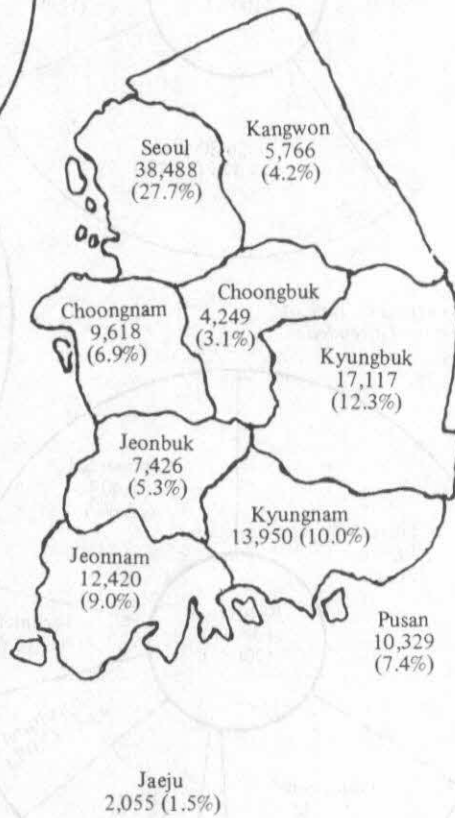
3. Occupational proportions



4. Proportions by sex



5. Distribution by region





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## THE EFFECTIVE USE OF RADIO IN AGRICULTURE: SOME PRACTICAL ASPECTS

By

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Allama Iqbal Open University.

### INTRODUCTION

It is now well established that mass media play an enormous role in communicating agricultural information. Their effects at the knowledge and awareness stage are more evident, but their importance at other (following) stages is also very high (Rogers and Shoemaker, 1971; Lingamneni, 1981).

Due to low literacy rates, less exposure and lack of relevance of the message, the effect of mass media in developing countries is not so evident as in developed countries, but their impact and role in these countries has been found effective and cannot be ignored (Rahim, 1965; Lingamneni, 1981). The mass media, especially radio, have been shown to be the major sources of initial and/or additional farm information in many countries of the world (Coombs and Ahmad, 1978; ALao, 1981). Another important effect of the mass media is their indirect influence; that is they can feed information through inter-personal channels (Rogers and Shoemaker, 1971; Vijayaragavan and Subramanyan, 1980). This role of the mass media is very important for less-developed countries, where there is a greater likelihood that the information is picked up and repeated to others, thus reinforcing the media-effect through interpersonal channels.

Radio has been used in many countries to propagate agricultural information and help farmers to adopt modern techniques. Examples could be given from 'School of the air' in Australia and 'Farm Forum' in India and Canada. In Pakistan, Allama Iqbal Open University imparts agricultural as well as general education through radio (and other media). Special farm-programmes (Zari-Programmes) are presented by Pakistan Broadcasting Corporation from almost all the radio stations in the country. In my own studies (Shirazi, 1984) I reported on the effectiveness of radio in the diffusion and adoption of recommended agricultural practices, especially in remote villages of Pakistan. I suggested that the effectiveness of radio can be enhanced by planning and producing programmes relevant to the needs of small farmers and tenants in both irrigated and barani (rain-fed) areas. I proposed that agricultural programmes for remote areas should be planned in such a way that these programmes become informative and knowledge-increasing for those having little or no knowledge of new practices, but at the same time minimizing the knowledge-gap between large and small, as well as rich and poor farmers.

It has been noted that farmers in Pakistani villages most often listen to radio in their leisure time (between lunch breaks or after evening) in Bethaks, Hujras or Otaks.\* Therefore a shift in policy towards imparting more agricultural information during popular entertainment and commercial programmes would help radio in communicating

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\*A common place to sit, talk and gossip. It is used for social purposes by the menfolk of a clan or a village.



the agricultural message (Shirazi, 1984). However, in spite of all its virtues and strength radio has certain limitations and cannot replace print, meetings, field days and farm visits. It is complementary to these activities. Because of these limitations, it is imperative to understand this medium as closely as possible. Some of the following issues have been raised and discussed by D.P.I. Queensland (1974).

1. How can we use radio?
2. What message do you want to communicate ?
3. Who is your target audience ?
4. What qualities should the programme or subject-matter have ?
5. What format would be better for certain programmes ?
6. What time of the day would be suitable for the broadcast ?
7. What feedback is required and how obtained?

#### I. How can we use radio ?

1. Radio is suitable for giving a simple, brief message; therefore, the content and form should be simple. If we have several aspects of a topic and they need to be developed in different sections, it is best to make a number of short radio items rather than attempt to cover too many points in one programme.
2. Radio appeals only to one of the five senses, the sense of hearing. The ear cannot assimilate information as quickly or in such quantities as the eye. So one is limited to some extent in the amount of material that can be imparted to listeners. For this reason one should never attempt to present a radio item without first being clear in one's own mind as to exactly what message one wishes to leave with the listener. The audience cannot ask questions, or re-listen to a piece in the same way as they can re-read a paragraph of a book.
3. Radio is best used to make listeners aware of subject material, as opposed to methods. Because a new interest is awakened by hearing an item on radio, the listener will often seek further information. Radio can only create awareness, it cannot cover the entire subject.
4. Radio listeners usually want to be entertained, not only educated, so items should be brief and topical. The extension officer's opportunities to use radio will be limited, so consequently he will have to make the most of limited chances.

#### II. What message do you want to communicate?

You should be very clear in your mind about the message you want to communicate, because farmers listen to what they want to listen to. Radio is suitable for simple announcements, handy hints and brief reminders. New discoveries in research or field trials or new recommendations about agricultural practices in various fields of agriculture could be an interesting message for listener farmers. In these cases the listeners (students /farmers) can be invited to seek further information from certain books, charts, regional centres or from the office of the extension worker in their respective areas. Urgent messages on diseases and pest outbreaks together with their control recommendations,

can also make a good programme. Special extension programmes giving information about record crops, new varieties, special advice, etc., can also be broadcast on radio effectively in the form of sketches and plays, stories and news to attract illiterate listeners.

### III. Who is the target Audience?

It is important to keep the listener clearly in mind. Make sure to whom you are speaking. If, for example, you have a programme on vegetable diseases, aim it directly at students taking the vegetable growing course or at vegetable growers generally, although there will undoubtedly be people with other interests listening to your programmes. It means that you will have a mixed audience. Therefore, you have also to take care of this 'general' class of listeners. Keeping in mind their general activity at programme times, modify your programme in such a way that it may become more attractive and interest-provoking for this general class. In this way you can get more students or more farmers attracted to your programme. At the same time, of course, the information or instructional integrity of the programme should not be sacrificed.

### IV. What Qualities should the Programme/Subject Matter have?

For an effective agricultural programme the following points should be kept in view :-

- (i) It should come when it is needed.
- (ii) Material should be relevant to the farmer's or student's farm situation, environment, problems and economic conditions.
- (iii) Information should be useful and economical.
- (iv) It should promise benefits to producers or should mention possible difficulties or further problems.
- (v) It should be informative.
- (vi) It should be interesting.

### V. What format should a Programme have?

There are four ways that an extension worker can be involved in radio: the ad-lib talk, the scripted talk, an interview and a question-and-answer panel (D.P.I. 1974).

#### (a) *The ad-lib talk.*

Very few people can do this well. The broadcaster must have the temperament suited to this form of presentation. He must be able to think quickly so that his speech remains fluent.



If you are giving an ad lib-talk it is essential that you know your subject in great depth so that you do not have to pause and try to think of vital information. You would be wise to keep notes handy so that you have the major points in front of you.

Remember that time is vital on radio. If you have a three minute time-slot it is no good presenting six minutes of material because you will be cut off after your first three minutes.

(b) *The scripted talk.*

The scripted talk is easier to prepare but much harder to present than the ad-lib-talk. One of the advantages of the ad-lib-talk is that because you are making conversation you find it much easier to "come across" in this style. However the main disadvantage of the written talk is that it is likely to sound like somebody reading from a series of notes. You can practise by reading the talk aloud into a tape recorder and listening to it and then checking to eliminate any faults. But very few people can make a scripted talk sound natural, so it is better not to try unless you know that the presenter has the ability to talk fluently (and accurately).

(c) *The interview.*

The interview is usually the easiest and most effective means of using radio in an extension programme. Because the interview involves two people, it is much easier to give the impression of a conversation. If you are going for a radio interview, make sure that you know your subject well and that you have prepared a list of the main points that should be stressed in the interview. The interviewer should guide the interview and make sure that the information is forthcoming.

The radio interviewer is a communication specialist, and he will probably be looking for the most newsworthy and novel aspects of the topic. Most interviewers spend at least fifteen minutes talking with the guest beforehand to find out the most important and interesting points. This also helps both to relax. To get the best out of the interview, both interviewer and interviewee have to gain acceptance. This can be easier if the interviewer raises the issues related to real farm life and can get simple, easy and practicable answers.

The flow of questions and the order of material is important. The most significant points should come first. For radio it is necessary to have the impact at the beginning.

It is best to cover only one subject in an interview. However, if you have an outstanding personality as an interviewee you could cover more than one subject although air time might be a problem.

If you are placed in the position of an interviewer, you should not be dominant. Ask questions which would occur to the listener, and be brief and to the point.

The interviewer should be neutral and not dominating but at the same time have a personality of his own. Do not come out with statements like: 'I agree with that' or verbal punctuations like, "that sounds interesting".

Questions should be well based in fact, so do your homework on the subject. Try not to appear naive. Ideally, the interview should be quick and newsy.

Scripted interviews are generally failures as few people can sound natural when they read, but to have a few notes or topic headings to give the interview some direction is valuable.

Be flexible, don't stick to set questions if they don't follow on from the immediate conversation.

The success of radio interviews depends on the kind of questions you ask. Ask questions that begin with how, what, when, who, where and why? Avoid long monologues, and give specific examples and illustrations. Occasionally call each other by name during the interview.

Generally, three to five minutes is ample time for an interview. If you have an outstanding personality being interviewed on an intensely interesting subject you may go over ten minutes. However, once again, it is often a problem to obtain sufficient air time for long interviews.

(d) *Question and Answer Panels.*

Radio question and answer panels have been used successfully in agriculture. A panel of experts answer questions put to them. The topics can be sent in by listeners, or can be culled from the enquiries which come into the office during the previous week.

Keeping in view the requirements of the audience or students, the subject specialist (or expert) and the programme producer should decide on the most relevant format, and then the requirements and needs of that format should be kept in mind.

**VI. Suitable time for broadcasts.**

The time of broadcasts plays a significant role in all this process of communication. For example, if the programme is well scripted or the speaker is a renowned expert and the information to be given is very important for farmers but the broadcast was made at a time when farmers were busy in their fields, then one can easily visualize its lack of impact. Therefore, it is necessary to broadcast the programme at a time more suitable for farmers/students.

By occupation farmers are the most busy people. They can only listen to a serious radio talk when they are ready for it psychologically. In this respect, the best way to find out the 'suitable time' for broadcasts is to ask your listeners/students, because only they can tell what time suits them to listen to a certain programme. It is not difficult for a university to ask its students at the time of admission about the broadcast time that would be most convenient.

A radio 'Farm-Broadcast' section can also conduct research with the help of Agricultural Extension Departments and ask the farmers when they will be able to listen the Farm-Broadcast. Usually, farmers listen to radio during their lunch breaks or after they come back from their day-long work in the fields and before they retire to bed.

### VII. Feed back

As stated earlier radio as a medium has its own limitations and experts, writers and producers as human beings have their own. It means that there is always room to improve. However, a meaningful improvement can only be possible if there is a system of regular 'Feed Back' from the listeners or learners. Thus through this feed back or response the communicators (teachers/extension workers) can know whether the message was communicated successfully and received effectively or not at the other end. Through this feed-back, they will also be able to understand listeners' environments and situations and will bring about the needed or suggested changes, modifications and improvements in the script, format, time of broadcast and the voices also.

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## NON-FORMAL EDUCATION FOR RURAL DEVELOPMENT

By

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**Nyerere has quoted in beautiful words:**

“Man can only liberate himself and develop himself. He cannot be liberated or developed by another. It is his ability for a self-determined purpose which distinguishes him from other animals.”

People without education are at the mercy of those with it; and those who have it know how they can use it to impress the ignorant around them. Education is significant for children in that it helps develop their behaviour. It is also significant for helping develop various skills in people.

Education has been established as the most powerful weapon for achieving human development. According to Coombs and Ahmed there are three types of education:—

### **Informal Education**

The life-long process by which every person acquires knowledge, skills, attitudes and insight from daily experience and exposure to the environment—at home, at work, at play, from the examples and the attitudes of family, friends, travel, reading newspapers, books, listening to the radio or viewing films/television. It is unorganized, and often unsystematic but it is an essence of any persons' total life-time learning including that of even a highly qualified 'schooled' person.

In urban areas, the school facilities are more than in rural areas, but there are other facilities such as radio, television, libraries, newspapers, magazines, cinemas, puppet-shows, circus, theatres, dramas.

The people who are living in urban environments are exposed from time to time to varying types of media. They are exposed to some very sophisticated materials, whereas in rural areas people are deprived of such facilities. Therefore, they are often quite ignorant about new knowledge and new techniques. They do not know perhaps about national developments or world events. For example, a farmer knows when a particular insect say a grass-hopper attacks his crop. He knows the life cycle of this insect by his own traditional observations that he has gained from his own experience. He knows when this enemy will appear and attack his crop. He has his own methods of control all this wisdom he has gathered through the environment. He may have some remedies, but he may not know of new control methods.



### Formal Education

The highly institutionalized, chronologically graded and hierarchically structured education system running from primary school through to the university and including general academic studies and a variety of specialized programmes for full time technical and professional training.

### Non-formal Education

Any organized, or semi-organized educational activity outside the established formal system-whether operating separately or as an important feature of some broader activity that is intended to serve identifiable learning clientele and learning objectives.

Non-formal education is sometimes termed as 'silent education' and sometimes 'out-of-school education'. This type of education often does not take place within the four walls of an institution. As pointed out by M. Siyyad, President of Somalia.

"We will use every nook and corner as a school, we will conduct the classes under the shady trees, in front of the nomads' tents and besides watering wells."

It is true that knowledge can be acquired even during every day activities, at work or leisure. Such study takes place in an open environment and that is why non-formal education sometimes is called an 'Open Teaching System'.

### *Non-formal Education in Rural Development*

Non-formal education for rural areas has been the target of international agencies like FAO, which has been active in concentrating efforts in this direction. The economics of formal education concern many educators.

Simkins (1976) elaborates that :

"The Unit cost of formal education, especially at the tertiary and secondary levels, is growing fast and there is a further tendency for increase. There has therefore, been a great increase in public expenditure on education."

It is held on the other hand that non-formal education programmes are low-cost, flexible and can meet the educational needs of the rural masses. The formal education method seems to be dysfunctional in meeting the needs and circumstances of such populations. For example, poor rural people cannot afford the time to attend formal education institutes, which are usually a considerable distance away and in any case offering un-suitable programmes.

High wastage rates increasingly reduce the effectiveness of formal education which in rural areas, is often not up to standard. Most of the children learn little due to a number of factors e.g., irregular attendance, overcrowded classes, poor teaching methods, understaffing, malnutrition and general illhealth.

Non-formal education programmes utilize the services of local, competent personnel craftsmen, carpenters, masons, village leaders, doctors, traditional herb dealers such as hakeems and tabibs.

These people can act as demonstrators-teachers in place of experienced and full-time professional personnel. The idea is to give opportunities for both literate and illiterates to participate. In Kenya efforts are being made to promote non-formal education programmes. The National Youth Service imparts the necessary training to 'Out-of-School Youths'.

Educational programmes for women at village level are functioning successfully in many countries. Skill centres and multi-purpose centres have been set-up for the benefit of the rural community, for example in Lesotho, Ethiopia, and Tanzania. In Thailand, innovative efforts have been made to provide non-farm occupational programmes-home-making skills to rural people. The movement created employment opportunities for the school drop-outs.

**Grandstaff (1974) says:**

"Non-formal education displays a strong potential for those likely to be excluded from formal-schooling - the poor; the isolated, the rural, the illiterate, the unemployed and the under-employed."

Simkins has drawn fifteen characteristics relating to formal education, which have been compared with non-formal education under five headings: *i.e.* Purpose, Timing, Content, Delivery System and Control.

His model of education in fact identifies the limitations and drawbacks of much formal education: rigid in terms of age, possession of certificates, academic requirements, shortage of trained teachers, and high educational fees. He suggests that adopting non-formal education as an alternative approach is badly and urgently needed for the uplift of rural people in the developing world.

To conclude we may say that it is true that the formal education system in Third World countries has failed to provide the relevant skills, knowledge and attitudes needed. Resources are limited and populations are increasing rapidly. The price of courses, books and other study materials is also increasing. Formal education is becoming comparatively expensive and it is very much apprehended that in the coming 20-30 years, the majority of the school age-population in the developing countries will have negligible hope and little or no access to this system of education.

It seems certain that the formal education programmes cannot cater for the educational needs of rural people. The programmes of distance learning now offered in many countries however offer hope and opportunity. Such experiments are taking education to the doors of those who otherwise would not have a chance of receiving or continuing their education beyond a certain limit.

World-wide interest in non-formal education has been exhibited since 1970 by developing countries. From the study of different sources it is evident that formal education has failed to keep pace with growing populations in Third World countries. However, non-formal, education has gained in popularity. It is compatible with the rural areas and can meet the needs of the rural poor. Non-formal education enjoys a number of advantages over formal education such as being of short duration, part-time skill-centred, resource-saving and practical.

At the same time non-formal education is not only for poor countries; even the richer nations have benefited to a great extent by the use of non-formal methods. In the U.S.A. for example thousands of medical doctors, dentists, agriculturists, engineers and other professionals depend on the repeated exposures of non-formal education to keep themselves technically and professionally up-to-date and informed of the rapidly growing technologies of the world.

Rural education projects can and should make use of the resources for learning that may already exist in communities. There are usually a few literate persons residing in villages, for instance retired teachers, soldiers, doctors, who belong to the agricultural community and who possess an agricultural back-ground. Such people could be approached and provided with the university study materials and cassettes free of cost. This strategy would help in assisting the illiterate people. This proposal is supported by Rogers and Braun (1977).

"At least one literate with the majority of the illiterates acts to pool the knowledge and experience of the group members in a way that closes the gap between the two extremes-literates and illiterates."

In such ways non-formal education can be an inexpensive substitute for formal education. Policy makers and fund-providers should examine every possibility open to them to meet the ever-growing volume of needs of our rural populations.

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## INTEGRATED FUNCTIONAL EDUCATION PROJECTS

By

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### Introduction

The concept of Integrated Functional Education Projects was conceived and designed in 1975 by the Faculty of Education of Allama Iqbal Open University to provide a viable approach for functional literacy in response to the expressed needs of rural people.

### Specific Objectives :

IFE Projects have the following specific objectives:—

- i. To provide a programme of education responsive to the expressed needs of the rural people concerned.
- ii. To evolve an approach for imparting functional literacy to the rural masses of the country.
- iii. To produce instructional materials for teaching literacy and functional education usable in similar socio-cultural and geographical regions of the country;
- iv. To develop social/functional education approaches usable in local situations to assist in the solution of immediate problems of the rural people.
- v. To provide suitable skill training to rural male and female groups for promoting income generation for rural people in the country.
- vi. To mobilize local resources for rural development.
- vii. To modify learners' attitude towards life, work and other human beings.

### Brief history

The first IFE Project was launched at Daultala, District Rawalpindi (Punjab) in 1975. Its successful completion encouraged the launching of other projects of this kind at Samahni (District Mirpur, AJK), Bhitshah (District Hyderabad, Sind), and Sarai Naurang (District Bannu, N.W.F.P.). Up to the present 273 centres have been opened throughout the country. These centres have helped to provide functional literacy to 6,670 persons both male and female.

In addition to helping the remote rural communities to learn functional literacy and to get functional education, another major contribution of these projects has been the production of literacy materials in three languages of the country, *i.e.* Urdu, Sindhi and Pashto. This programme has also helped to train a good number of people as village educators. By the end of June 1984 the projects had trained 273 male and female teachers and local administrators.



As the projects involved large scale public participation, they helped to mobilize public opinion in all the project areas. For each centre of this innovative programme an Education Committee was organized as a liaison agency between the project staff and the public. These Committees were also responsible for the operation of the literacy centres. The activities of the committees helped people organize and mobilize their own resources for the general development of their respective areas. On the educational side, the main contribution has been the development of a suitable strategy for the organization of such programmes in similar areas. The projects have also helped to evolve a usable approach for the teaching of functional literacy to adults and the development of tested instructional materials in three languages of the country. The work on four projects *i.e.* Daultala, Samahni, Bhitshah and Sarai Naurang has now been concluded, and preparations are in full swing to launch another IFE Project at Mastung (Baluchistan) from July, 1985.

### Functional literacy approach.

During the first phase of IFE Projects the functional literacy approach emphasised words and names which are frequently used by a rural adult and which he/she desired to be able to write when necessary. In the process of teaching functional education lessons, the teacher wrote the frequently used words on the black-board. At the end of the lesson, he asked some semi-literate person to read one of these words. If he was unable to read, the teacher himself read the word to the learners and repeated it several times. Then he made the students read. When he was satisfied that all the adults could recognize the word, he made them write on note books or a small blackboard. As a test he wrote the word in a sentence and asked the learners to recognise it. He then broke the word into syllables and gave practice in reading each syllable separately. These syllables, then, were used in other words to see whether the adults still recognised their form. All the words were treated in the same way.

#### 1. Basic literacy

As the approach discussed earlier needed changes to ensure effective teaching, it was replaced with a basic/pure literacy approach in the second phase of the last three projects, *i.e.*, Samahni, Bhitshah and Sarai Naurang.

The basic literacy approach of IFE Projects is a combination of look-and-say and alphabetical method. The learner is introduced to a picture of an object. He is asked to recognise the article. As he tells the name of the thing, he is introduced to the written symbol of the object. In the early lessons, the words, written in separate letters as "DOL" ڈول, "RAS" راس, "RAG" راک, "RAN" ران, and "DAL" دال are presented so that the learner may learn the shape of letters which are so frequently used in the language. With the help of learnt letters, he is asked to form new letters by merely changing the place of letters as from DOL, ڈول, the new word "LADO" لڈو is made and from "RAS" راس the words of "SIRA" سیرا, "SAR and SARA" سیرا اور سیرا etc.

The process of teaching is made easy by using A-V aids like charts, pictures and cards bearing letters and words used in lessons. The learners are encouraged to make words by arranging letter-cards and to make sentences by arranging word-cards.

## 2. *Numeracy.*

Another distinct feature of IFE Projects is the teaching of numeracy. The importance of the first ten figures is self-evident as one cannot go further any more without using figures in one form or the other. The teaching of numeracy is a compulsory component of the projects' curriculum. During the five months class cycle, an adult is taught counting up to 100 besides addition and subtraction. Introductory knowledge of division and multiplication is also given.

## 3. *Social awareness*

Most of the rural areas of the country are both socially and economically backward. The IFE Projects aim at promoting social awareness and teaching skills to raise villager's living standards.

Through the needs assessment survey the social problems of the area are determined. They are reflected in the social education lessons in such a way that the learners start thinking on dimensions previously unknown to them. This includes lessons on values, civic education, population problems, health, hygiene, cleanliness, child care, etc. This can result in a change in their outlook and consequently in a reformed social pattern.

## 4. *Skill development*

Only locally saleable skills are selected for training as the purpose is to develop the local populace economically without causing migration to urban areas. As women generally take pride in knowing the art of sewing clothes, embroidery, knitting etc. therefore, the Project management supplies sewing machines, embroidery frames, sewing and knitting thread to facilitate this training. Part-time teachers are given special training for teaching these skills in their respective education centres. At the end of the class cycle along with a test in literacy and numeracy, a test in each skill component is also given. Male learners are taught such simple skills as cot-weaving, basket-making, chair-seat making, etc.

## 5. *Participation*

People participate voluntarily in the adult education centres of IFE Projects because they anticipate solution of their problems through these projects. However, incentives such as the learning of skills, the ability to read and write letters, are used: sometimes the opinion leaders and local councillors are requested to cooperate and convince the people of the usefulness of the programme. During the class sessions, discussions are held on social problems in which participants present their viewpoints. The discussion is led by the teacher to bring in new dimensions of the problem. This gives participants confidence in speaking, presenting viewpoints and evolving consensus on matters of mutual interest.

## **Scope of the Projects**

Information regarding the achievements and output of the projects is given overleaf.

S. No.	Project	Phase	No. of centres opened/teachers given training			Enrolment		
			Male	Female	Total	Male	Female	Total
1.	Daultala	Ist	20	20	40	420	643	1063
		2nd	20	20	40	377	447	824
2.	Samahni	Ist	16	24	40	349	492	841
		2nd	14	24	38	258	515	773
3.	Sarai-Naurang	Ist	19	18	37	436	585	1021
		2nd	10	10	20	253	165	418
4.	Bhitshah	Ist	10	10	20	369	360	729
		2nd	22	16	38	577	424	1001
Total:			131	142	273	3039	3631	6670

#### Instructional materials prepared:

Basic Literacy Books:	3
Functional literacy lessons:	220
Writing Books:	3
Arithmetic Books:	2
Follow-up Books:	4
Adult Teachers Training:	273 teachers
Administrative and Supervisory Training :	20 officers at Field Coordinator and Project Manager level.

#### Public Information and Mobilization.

In each project area, public opinion was mobilized by organizing meetings of the Education Committees for each of the centres. These committees were responsible for the performance of the literacy centres and served as liaison between the project staff and the public. These centres helped people to organize and mobilize their resources for community development.

#### Needs Assessment Surveys.

IFE Projects (Integrated Functional Education) are research-based projects. A Needs Assessment Survey of the area is carried in the very beginning of the programme. The centres for literacy classes are opened in the villages where people express the need for such learning. The literacy materials and the skill component of the package of the adult education programme is based on the findings of this survey.

**Research into methods and materials.**

Each phase of every project was evaluated to see the strong and weak points and to get guidance for improving the teaching techniques, literacy materials and the approach used. Four evaluation reports have already been published. After each evaluation, the material and methods were modified and improved to meet the needs of the target population.

**Results obtained :**

- i. Evaluation reports of the projects show on the average 80% completion percentage of adults enrolled in the programme.
- ii. The programme helped to evolve a very comprehensive approach to adult education, applicable in the developing areas for teaching functional literacy to rural adults.
- iii. It helped to prepare literacy materials in three languages, which can be applied and used with success in other parts of the country having the same language and cultural background.

**COST OF THE PROJECTS**

The four projects cost Rs. 36.85 lacs upto the end of June, 1984. The detail of year-wise expenditure is given below :

*Actual Expenditure  
IFF Projects 1975-84.*

Year	Expenditure (in lacs)	Foreign Assistance
1975-76	—	N.A.
1976-77	Rs. 1.57	N.A.
1977-78	" 0.45	N.A.
1978-79	" 5.53	3.78
1979-80	" 1.55	0.54
1980-81	" 6.85	4.04
1981-82	" 7.99	3.23
1982-83	" 9.57	4.85
1983-84	" 3.34	—
<b>Total:</b>	<b>36.85</b>	<b>16.17</b>

**Difficulties Encountered.**

The following difficulties were faced by the Project staff during the implementation of these Projects :

- (i) Adequate funds were not available for the projects; usually lack of funds impeded the smooth functioning of projects and sometimes compelled work to be suspended altogether.
- (ii) Administrative bottle-necks checked the flow of funds to the project location. Sometimes even the salaries of the staff and adult educators could not be released on time, which consequently affected the literacy work.
- (iii) There was an acute shortage of trained workers and staff to run the projects.
- (iv) The areas served had only a 3-5 per cent literacy rate for females and 23 per cent for males. In most of the villages reasonably educated females to work as village educators were not available. In some of the centres, females with only five-years' schooling were appointed to work as tutors.
- (v) As the projects had no official support from the Education Departments, therefore, the project administration sought the support of the local leadership for opening the centres. Centres were not opened in areas where this support was not available.

**Researches/Publications completed :*****RESEARCHES/REPORTS***

The following researches/Reports have been completed under these projects :

1. Needs Assessment Survey, IFE Project, Bhitshah June, 1981.
2. Needs Assessment Survey, IFE Project, Sarai Naurang, December, 1982.
3. Needs Assessment Survey, IFE Project, Samahni August, 1982.
4. Evaluation Report Ist Phase, IFE Project, Samahni, February, 1983.
5. Evaluation Report Ist Phase, IFE Project Bhitshah, April, 1983.
6. Evaluation Report Ist Phase, IFE Project, Sarai Naurang, September, 1983.
7. Evaluation Report 2nd Phase, IFE Project, Samahni, February, 1984.
8. Evaluation Report 2nd Phase, IFE Project, Bhitshah, July, 1984.
9. Analysis of literacy materials for Adults, August, 1983.



### INSTRUCTIONAL MATERIALS

The following instructional materials were produced under these projects:—

1. Ibtadai Kitab (Urdu Primer for Adults)
2. Ibtadai Kitab (Urdu Writing Book for Adults)
3. Izafî Kitab (Urdu Follow-up for Males)
4. Izafî Kitab (Urdu Follow-up for Females)
5. Sojhro (Sindhi Primer for Adults)
6. Mashq Copy (Sindhi Writing Book)
7. Angi Hesab (Sindhi Arithmetic Book)
8. Roshani (Sindhi Follow-up Book)
9. Yoh Namoonâ (Pashto Primer)
10. Da Lakalo Mashq Da Para (Pashto Writing Book)
11. Da Para Da (Pashto Arithmetic Book)
12. Ranra (Pashto Follow-up)
13. Amli Asbaq (Urdu Functional Education Book)

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## CRITERIA FOR THE SELECTION OF NON-PRINT MEDIA IN DISTANCE EDUCATION

By

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### Introduction.

Let us start with the question: "How can the term media be defined?" Generally this means 'mass media' *i.e.*, radio, television and print. But with respect to a learning frame of reference, media are not simply the 'mass media' but a little more. Educationists include the human voice, gesticulations, hand-written notes, hand-outs, chalkboards, displays, specimens, models, overhead projectors, slide projectors, films, etc., (Harris, 1979). Furthermore new developments in the field of educational technology have now made available a wide range of other media, such as audio and video cassettes, electronic blackboards, videodiscs, teletext, viewdata, telephone-teaching, computers, satellite teaching, etc. Today, all these types of media are being used for educational purposes to some extent or other.

We may divide all forms of media into two broad kinds.

1. Print media
2. Non-print media

In distance education, non-print media, being essential components, are playing a vital role in individualized, self-paced learning. Non-print media technology has an almost bewildering array of new types of media. As a result of this wide variety, decisions concerning the selection of media are very difficult. This problem has resulted in new thinking about the ways, in which a medium is selected and used.

### Learning and Media

The use of media is meant to help the students learn. The proper use of media has, therefore, a great deal of relevance to their effectiveness, as learning is highly dependent on the communication process. This communication process involves messages and information travelling from a teacher to a student, and responses travelling from a student to a teacher, or perhaps from student to student. Many learning theories have suggested that, in a communication process, the use of a variety of methods and media enhances learning. So the use of both print and non-print media may be fruitful for educational purposes. In distance learning, the use of media becomes more effective when the messages are clearly conveyed and interpretation is easy. For developing distance learning packages, the print medium must be properly integrated with non-print media. According to studies by Davis (1974) the student will be better able to learn from materials which follow the 'grammar' of media. Therefore it is very important that distance learning materials should be developed with great care bearing this grammar in mind.

### Media and the senses

We receive information from our surroundings through our senses. There are five commonly known senses: sight, hearing, touch, taste and smell. These senses help us detect changes in the surroundings of our body. All these senses have a major role in learning. Some people mention a few other senses as well, such as a sense of balance and muscle sense which tell us about the position of our body and thus are important in physical education. In relation to media it is valuable to consider the relative effectiveness of various senses to learning. According to a research study carried out in 1962, by the Industrial Audio Visual Association it was found that we remember:

10%	of what we read	50%	of what we see and hear.
20%	of what we hear	80%	of what we say.
30%	of what we see	90%	of what we say as we do a thing.

Media may be grouped on different bases. One method of grouping is with respect to the sense (s) involved in a medium. For example, a medium involving sense of sight is designated as visual medium, a medium involving sense of hearing as an audio medium and a medium involving both senses as an audio-visual medium. However, in some cases a sense of sight and/or hearing may also be associated with other senses such as touch, and thus in such cases analysis of the situation is not quite simple. Therefore this type of grouping is not sufficient.

Another way of grouping media as shown in Table 1 is a rather more appropriate one for distance education.



TABLE 1

TYPE	MEDIA THAT MAY CONVEY MESSAGE/INFORMATION	REQUIRED LEARNER'S RESPONSE
1. Still Pictures (Projected/ non projected).	Wall charts; posters; flip charts; displays; photographic study prints; graphics; slides; film strips; transparencies; opaque projectuals (reflected images of pictures or small flat objects)	see, observe and make notes.
2. Moving pictures	8mm and 16mm movies; super 8 movies	-do-
3. Audio programmes	Sound on reel cassette or disc; radio broadcast; telephone human voice	Listen and make notes*
4. Pictures with sound	Synchronised slide-tape presentation; radio-vision; audio-vision; video cassette and videodiscs; television broadcast; sound movies	see, observe, listen and make notes
5. Objects	Real objects; models	see, observe, smell, taste, touch and manipulate
6. Multi-media systems	Multimedia kits; museum displays; stage production; community projects and excursions; audio tutorials (involving two or more media) etc.	see, listen, understand, explore, reason, problem solving, etc. involving activities.
7. Human interaction	Teacher-student interaction and student-student interaction	listen, discuss and make notes
8. Practical activities	Machines; science kits; laboratory apparatus; equipment and devices; computer etc.	see, observe, manipulate, perform experiments & relevant practice

\*Learners can also be asked to carry out activities and then resume listening. This implies a more active response.

### Advantages of Non-print Media

The major advantages of non-print media in distance education are as follows:

1. They are an alternative method for providing some input to learners.
2. They provide new learning stimuli and engage a learner's motivation.
3. They assist in developing attitudes and values; for example, movies which project violence, can affect the attitudes and thinking of viewers.
4. Non-print media are useful in developing listening skills and visual literacy.
5. They are used to activate and comment on a learner's responses, *e.g.*, a language laboratory.
6. They are extremely specific for explaining steps of a procedure or practical activity, *e.g.*, steps in repairing a power supply or making a chair.
7. Some are capable of conveying messages from a teacher to widely scattered individuals studying at a distance.
8. They help in teaching the complex functioning of a machine and other phenomena involving movement.
9. The presence of media minimises the isolation of a distance learning student.

### Selection of media

At the design stage of a distance learning package, there is the need to decide which media are going to be selected. Selection of media is a complex decision influenced by a variety of factors, such as the nature of the learning task, subject-matter and relevant learner's experience and attainment level, the characteristics of the target audience and practical constraints. Another aspect to be considered is individual differences among learners in their responsiveness to different media (Jenkins and J.D. Russell, 1971). Because some learn best through reading, others learn more from pictures and films and still others must hear in order to understand. Some students need to get their hands on the object being studied. Most benefit from human interaction and its associated reinforcement.

The nature and level of the content and the learning task influence the decision for the selection of media. A course on radio servicing would allow a student to read some information about particular parts of a radio, to hear and see about radio from an expert through radio, television or audio/video cassettes and to handle a radio for performing some experimental tasks. Self-learning packages should provide an opportunity to the students to cover the subject matter in a variety of ways and to allow each student to select the media through which he is likely to comprehend the most. In fact, quite often, no single medium is capable of presenting all the required stimuli, so we are led to prescribe a "multi-media approach" which is very effective for distance learning purposes.

For those who intend to develop distance learning material, the following guidelines regarding selection of media, may be helpful:

**Select the media which :**

- will help the learner to accomplish the objectives set
- will enable a person responsible for developing a learning package to incorporate relevant practices and feedback
- are easy to develop and administer
- maximize learning and minimize cost
- are accessible to the learners
- are capable of presenting the instructional stimuli, required for learning
- can permit the learner to engage in the required learning activity
- are appropriate to the size of the target audience

A. further, more algorithmic, decision diagram, suggested by Romiszowski has been shown in Fig. 1-3. These diagrams encompass major considerations and activities related to the selection of proper media mixes.

To meet any desired objective through media, the type of objective itself dictates certain characteristics for the media to be used. For example, a psycho-motor objective may suggest certain practice or exercises to be performed by a student. Fig. 1 assists in decisions for the matching of learning tasks to media characteristics.

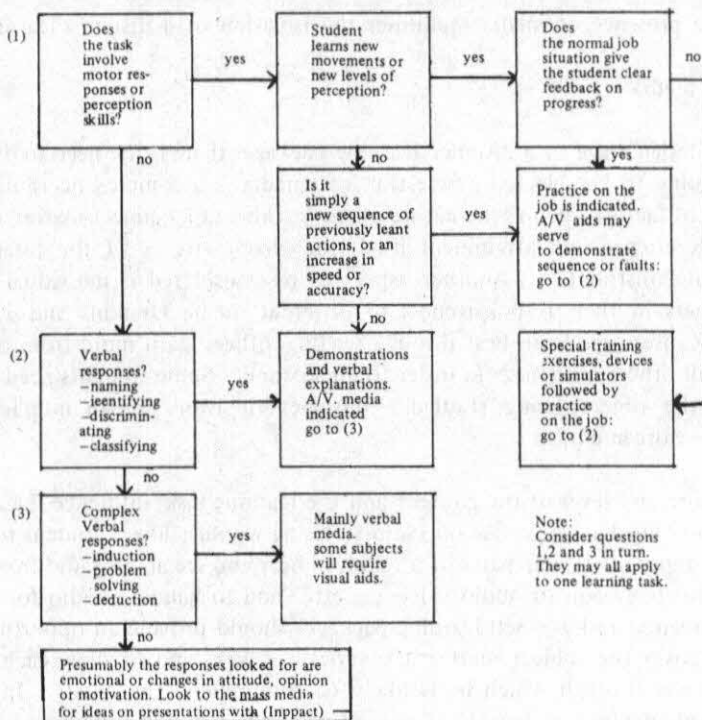


Fig. 1

(Adapted from "The Selection and use of Instructional Media" by Romiszowski, A.J.)

Decisions regarding the use of visual media or otherwise are related to the nature of the topic and learning task. For a topic dealing with concepts, neither observable themselves nor in their effects, for example, kinds of smell, language pronunciation, recognition of bird calls, etc., visual media are probably not useful. But for a topic dealing with concepts, which can be observed themselves and which can also give observable effects (for example, the operation of a machine while grinding stone, whose output becomes stone powder) some visual media can be used to show the operation/output. If a learning task require three dimensional presentation of an object which is not too large or too small, for example, the construction of an electrical switch, then, a real object, may be used for presentation rather than models of the object. To help decisions regarding selection of visual media Fig. 2 below explains the whole process.

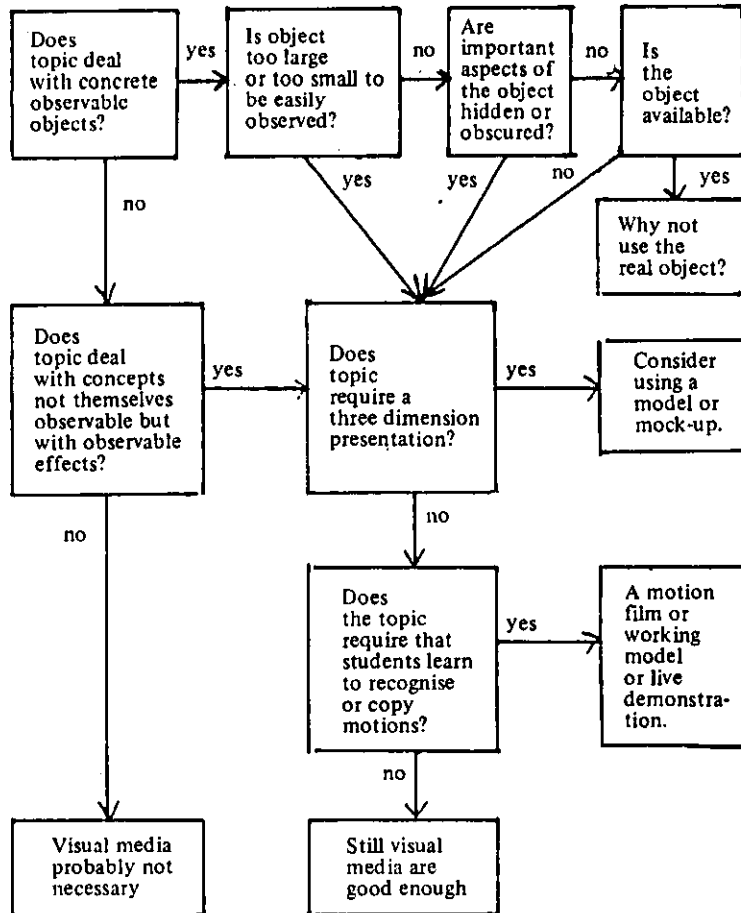


Fig. 2

(Adapted from "The Selection and use of Instructional Media" by Romiszowski, A.J.)

Similarly some factors in decisions for selecting sound media are illustrated below in Fig. 3.

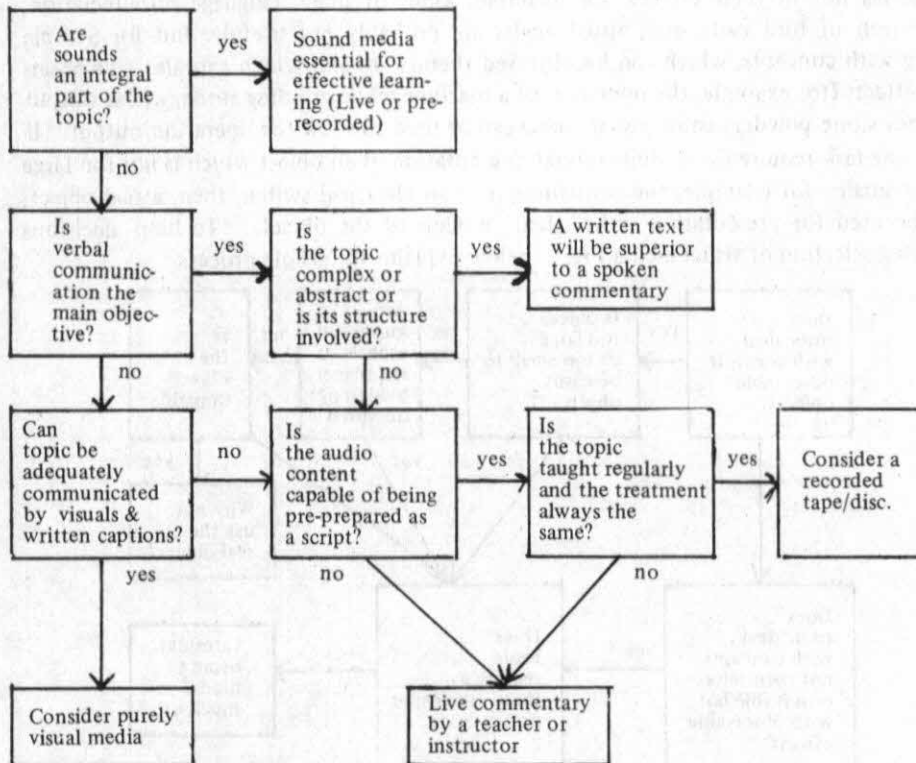


Fig.3

(Adapted from "The Selection and use of Instructional Media" by Romiszowski, A.J.)

### Use of media in AIOU context

Before dealing with this aspect, the findings of a survey of twelve distance learning institutions including UKOU and AIOU carried out in 1980 by the International Institute of Educational Planning, Paris is worth consideration (Bates, 1982). It was found that:

- In three of the twelve institutions television was the main medium and in all the other sprint was the main medium .
- Nine of the twelve institutions used broadcast television and ten used radio.
- Five of the twelve institutions used audio cassettes
- Six of the nine institutions using television offered a video cassette service
- Four of the twelve institutions used telephone teaching



It is clear from the above findings that overall, the common media in practice are print, broadcast and audio/video cassettes, although other forms of media are in use as well, but in varying degree.

Looking into the future of media in distance education, at AIOU, the following offer some useful points :

1. In recent years of audio/video media development, the tendency to shift from broadcast to audio/video cassettes is quite significant. In 1978 UKOU was transmitting 1500 radio programmes. This number was reduced to 500 by 1983, due to the replacement of radio programmes with cassettes. On the other hand, the number of audio cassettes mailed to students had been increased from one-fourth million to half million during 1982-83 (Bates, A. W. 1983). These statistics from the UKOU are the evidence of this effect. For courses with small enrolment, it is cheaper to provide students with audio-cassettes than to pay the often heavy costs of radio transmission.
2. The establishment of more study centres, with media (both broadcast and non broadcast) facilities, may be another area, in relation to media development. At these centres, the use of cassettes and other resources by learners in isolation or in the form of groups may be encouraged. However the use of video in group situations will be more beneficial for learners as it enables them to draw out much more from the programmes than if they were watching in isolation (Bates, 1982).
3. The media involving two senses, seeing and listening in a controlled and integrated way, are very effective. Alongwith sound movies, video cassettes and television, radio and audio cassettes may also serve this purpose. However, audio cassettes do have some advantage over radio, as it is easy to incorporate activities integrated with print and other correspondence material, with the help of cassettes, since, these have a start-stop facility. Other examples of this kind of approach are synchronised cassette-slide or cassette-chart presentations.

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# PAKISTAN JOURNAL OF DISTANCE EDUCATION

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## THE EDITING OF DISTANCE-LEARNING TEXTS: SOME UK EXPERIENCES

By

FRANCIS APRAHAMIAN\*

When the UK Open University (UKOU) was set up in 1969, no provision was made for the editing of course texts. Looking back, it is difficult to comprehend the reasons for this omission. One must assume that the founders considered that no editing would be required of a text written by a single author but subsequently subjected to a long process of professional criticism, over several drafts, by a course team of fellow academics, educational technologists, tv and radio producers. Or perhaps they did not consider this aspect at all.

However, early in 1970, one OU Dean realised that editors would be needed: the first editor was appointed in May 1970 and, within five years, over forty editors were working in course teams in all faculties.

The UKOU has now had over fourteen years' experience in producing distance-learning courses at undergraduate level and ten years at continuing education level. The educational viability of these courses has long been established and this, in my view has been greatly assisted by the contribution of editors working directly and continuously with authors in a creative partnership.

### The characteristics of a distance-learning text.

The essential characteristics of teaching at a distance are revealed when we consider how it must differ from face-to-face teaching. A normal university lecture may communicate to the student well, badly or indifferently. If badly or indifferently, only those present suffer, and students are left hoping that, later, a tutorial or textbook will provide compensation. An open university type 'lecture' consists of printed material, and possibly other communication media, aimed at a distant student (although, of course, it is therefore anyone to see).

Therefore, all elements of the teaching package must compensate for the absence of a face-to-face teacher, for the *isolation* of the distant learner. Once this obvious fact is grasped, it follows that a distant-teaching text, in addition to being academically sound, must be more student-active than the normal textbook. In other words a distant-teaching-text:

- (a) must communicate more clearly and unambiguously than a normal textbook;
- (b) must be written in a more direct and personal style;

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\*Francis Aprahamian was, until recently, Senior Editor in the Faculty of Science at the UK Open University and was in fact the first editor appointed by the UKOU, in 1970. He has been a visiting ODA consultant to Allama Iqbal Open University since 1980. Ed.



- (c) must enable the student to assess his or her progress i.e. it must be student-active by including questions or exercises that enable the student to check that he or she is comprehending the text, is mastering the concepts, explanations or processes involved;
- (d) must be set at a level that takes fully into account the educational background and level of understanding of its target readership;
- (e) must not assume that a student has access to other texts, unless they are provided as part of the course.

A major task of an editor, therefore, is to assess a text in terms of its distance-teaching qualities and effectiveness. The editor is, in effect, a surrogate (or substitute) student. This point is taken up again later.

### Copy-editing

Copy-editing is the name given to the final process of preparing a text for publication. It includes checking the grammar, spelling and syntax; removing ambiguities and checking conformity with the publisher's house style. This procedure is an essential part of publishing a text of any sort and in a normal UK publishing house editorial queries of this kind are raised direct with the author, usually by letter or telephone. An open university editor must copy-edit as a starting point. Does more need to be done? This leads us back to the function of the editor as a representative of the distance student and also forward to the process of "editing in-depth".

### Editing in-depth

This is a term used at the UKOU to describe an aspect of editorial work specifically related to a distance-learning text in respect of its educational effectiveness, as referred to earlier. Essentially it involves the editor putting himself in the position of the student. The questions the editor must continually ask include: Can I follow the explanation or the line of argument? Are there any intellectual jumps? Are there any non sequiturs; for example, does the sense of one sentence follow logically from that of the preceding one? Has a vital part of a scientific process or historical event been left out or badly presented?

If an editor has to read a sentence or passage more than once before he can understand it, there is usually something wrong. Is the word order confusing? Can further punctuation help to clarify the meaning? Has a word or phrase been omitted in the typing? Are there too many parentheses in the sentence, obscuring the main message? Is the sentence or paragraph too long?

The editor can and should modify a passage to make it clearer, as long as he is absolutely certain that his alterations are not changing the academic content or sense in any way. If he is in any doubt whatsoever, he must mark the passage in question and write down his suggested changes on his note pad.

Another important point that the editor must look out for is the internal consistency within and between the components of a course. If the text says, 'Figure 1 shows that . . . . .', the editor must check that it does. If the text says, 'This process was first discussed in Unit 2 (or was shown in the tv programme associated with Unit 2),



the editor must check that this is so. When a text says 'You will understand this concept better when you have read the next Unit . . . . . Is it true? In fact, the editor must never allow a Unit to say anything or forecast anything unless he is certain that what it says is correct. Attention to every detail- even the minutest- is the editor's job. It can only be learned in practice and from the cries of anguish from students and tutors when something is found to be wrong with the printed text through lack of careful editing.

### **Consultation with the author**

By the time an editor has finished editing a text, he should have a list of queries and suggestions to discuss with the author. As mentioned earlier, in a normal UK publishing situation, this process is usually achieved by telephone or letter. However, in an institution dedicated to distance-learning (where academics and editors can share the same building or campus) face-to-face editing can and must take place. In some senses, that compensates for the non-face-to-face teaching.

This interaction between author and editor is absolutely essential to the production of good distance-learning texts. Next to the course team method of text production, this is the most important activity in the whole writing process. Both these features should combine to produce a distance-learning text that wins the approval of students and the academic community at large. Of course, many distance-learning institutions particularly, but not exclusively, those in developing countries have to rely on external authors. This raises particular problems, which are discussed later.

When they meet, the author should have his corrected copy of the text on which he may have made 'final' modifications; the editor should have his edited version, with two kinds of corrections and changes; those that do not need discussion, plus other changes, suggestions or queries that do. Author and editor then discuss page by page, clearing up points, making further notes for additional work to be done by each of them (e.g., the author rewriting a passage where lack of clarity has been revealed in discussion with the editor; or the editor checking a reference or point in a later Unit). Then both separate to incorporate the results of their joint discussion. Subsequently, they hold a further meeting to finalise the text.

### **The use of external authors**

The use of external authors is increasing throughout distance-learning institutions. Even in the UKOU, the central academic staff itself does not now have the necessary range of expertise to write courses covering the whole of the planned academic profile. Some distance-learning institutions depend solely on external authors, and many have to employ them for the majority of their courses.

In the light of what has been described so far, it must be realised that this creates problems in the production of good distance-learning texts and gives rise to a number of imperatives. First, the external author must be completely briefed on the nature of distance-learning material and the importance of adhering to deadlines (e.g., through briefing notes or a workshop). Even assuming that this has been done, a second imperative is that there must be an on-campus academic (fully conversant with the course) who can act as "host-author" to the external writer. He must be ready, with the Course-Coordinator, to advise the external academic on matters of presentation and even content. Most important of all, he must be prepared (and authorised) to modify the text where necessary to ensure that it is an effective distance-learning text, well-structured and student-active.

Depending on the circumstances, discussion of the final manuscript can be with either the original author or the host academic-or even both.

### **Illustrations**

Illustrations are a vital component of a distance-learning text. The right illustration at the right point in the text can not only save many words but may be the only effective way of demonstrating or describing a phenomenon or process. The author's sketches and/or photocopies from other sources normally accompany his text. An editorial intervention here is also necessary, not merely to check the labelling and captions, but also to ensure complete conceptual integration between text and illustration.

Very often an author will photocopy an illustration from another source as the easiest and clearest way of conveying his requirements to the illustrator. It is almost inevitable that the illustration contains details that are not important or that are even irrelevant to the point the author is making. Such superfluous details can confuse the student and an editor should suggest their deletion.

### **The lay-out**

All the academic, editorial and other professional efforts devoted to the production of a distance-learning text can be ruined by the form and appearance of the final product. Form can and must enhance the teaching power of the text.

The design department (if such exists) has the task of ensuring that the appearance of a page helps the student to learn and is pleasing to the eye (vitaly important because a page of print can attract or can repel the lonely or any other type of reader).

However, it is the editor (and not the designer) who, by this stage of the process, knows the pedagogic intentions of the author. For example, the author may wish to use some sort of repeated typographical device to indicate a particular form of student activity throughout the text. This may not be consistently clear from the typescript and whereas a well-briefed designer may be able to interpret the author's intentions, he may overlook this particular requirement when it occurs. It is here that the editor will mark the necessary instructions on the typescript to ensure that the designer and/or printer can carry out the author's wishes.

### **Editor/author relationships**

Academics and editors are both professionals. They must respect each other's particular expertise. However, this can be a sensitive area. Academics, particularly university academics, are not used to having their 'lectures' criticized. Yet, in an open university situation, there can be no rigid boundary between what is strictly academic and what is strictly editorial. There is an area of overlap in which the professional judgements of both must come into play and seek some resolution. Exactly how successfully this will be achieved will depend on several things. Among these will be:

First, the status given to the post and functions of editor by the institution concerned;

Second, the status achieved by editors themselves through their contributions to a particular department's courses;

Third, the particular kind of course-writing arrangements that exist in the institution. Essentially, however, the relationship is an individual one between professionals, developed over time.

Some difficulties in this respect arose in the early years of the UKOU. They were satisfactorily resolved through the practical experience of academics and editors working together in an exciting educational experiment.

### The Course Team

In the UKOU, the production of good distance-learning materials has depended on the co-operative efforts of a course team. All members of that team, irrespective of status or grade, have played a part in what is essentially an assembly line of course production.

In addition to the academics, radio and tv producers, editors and designers have all made an essential contribution. The early involvement of these supporting professionals has ensured that the full potentialities of print and other media have been brought into play to help the student.

In all this, the UKOU editor has been in a key position. In one direction, he faces the educational institution, in the other, the student via the printer. He and the designer are the people who ensure that the course team's requirements are interpreted correctly on the printed page for the student to read and learn from.

Naturally, the precise role of the editor will vary from institution to institution, and from country to country. But no truly effective distance-learning material can be produced without his help.

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**RESEARCH PERSPECTIVES IN DISTANCE EDUCATION**

By

DR. AHMED NOOR KHAN

Associate Professor and Director, Research and Statistical Centre,  
Allama Iqbal Open University.**Background**

The need for and interest in educating adult populations has been increasing in most countries especially those in the Third World. Many nations have tried to meet this aspiration of their people in different ways. Since the conventional strategies have their own inbuilt constraints of financial, physical and manpower resources, there has always remained a much wider gap in the fulfilment of these aspirations.

Educational planners and managers have therefore always looked to unconventional educational modes and methods to reach greater numbers of the "left-overs" from the conventional system. These "left overs" form a significant number and most unconventional systems assure educational opportunities to them at their own convenience and with their own pace. Many such systems are now widely accepted the world over, and have gained a momentum in recent decades. This is particularly the case with Distance Education a successor to correspondence courses. Distance Education, nevertheless, is not a recent innovation for it existed though in crude form as far back as 150 years. Teaching was done, in the early days "through the medium of the post" (Baath 1980) on a small scale—a handicraft type venture, which developed subsequently as a "large scale enterprise in a more industrialized way" (Peters 1973).

The socio-materialistic fabric of many societies today is willingly yielding to the escalating effects of distance education strategies because it is making its way deep into the educational, social and economic mainstreams of many societies. The Open University of U.K., the Open Learning Institute in Canada and Australia's Deakin University in the developed world are notable models for such an educational strategy. On the Afro-Asian and Latin American scene such institutions are comparatively fast coming up and growing. Pakistan, Thailand, Malaysia, Sri Lanka, the Peoples Republic of China, Kenya, Ivory Coast, Nigeria, Costa Rica, Venezuela are some very significant names which have had some remarkable success in the field.

**Research perspective**

There is no clear trace of research, "despite the existence of extensive related literature in distance education" (Holmberg 1982). Several authors have testified to the dearth of systematic research studies in the field (Holmberg, 1977, Ljosa, 1978, Peters, 1971). For years the idea loomed large in every mind that research was a neglected field and research reports were very few. During the seventies, however, research activities gained some momentum. Erling Ljosa quotes two survey papers regarding research in distance education which are reflected in :

1. General reference books which contains monographs on distance/correspondence education combining theoretical view-points and practical experience.
2. Descriptive studies: National studies about distance education systems and correspondence schools.
3. Comparative efficiency studies. Comparative studies of student achievements through distance and resident teaching; effectiveness of media or different combinations of media used in distance education.
4. Target group studies. Student characteristics, attitudes and motivation and completion rates of distance education.

Within the framework of empirical investigation Coldway (1982) has contributed relevant research surveys on distance education which fall in the following categories:

1. Position papers from the authors perspectives with imprecise definition of boundaries and variables.
2. Descriptions of practice at particular institutions.
3. Papers reporting general research findings using variables that are so broad and loosely defined (e.g. tutoring versus non-tutoring) that replication would be practically impossible.
4. Research studies with precisely defined variables (e.g. a particular approach to tutoring) that could be replicated, although they rarely are.
5. Research that applies to distance learning although not conducted with this application in mind.

Another most recent research survey on Distance Education was conducted by Holmberg (1982). The key areas attracting the attention of researches were studies of student bodies, course planning and study objectives, course development, media, non-contiguous two-way communication, face to face sessions, counselling, institutional planning, organization and administration, economics of distance education, distance education in developing countries, evaluation, history of distance education, guidelines for distance educators and research on research.

#### **Research issues in Distance Education.**

During the recent "consolidation stage" numerous approaches have been made to research different aspects of distance education. The policy makers in the field have begun to see the importance of research for policy planning and system development. Notwithstanding these efforts, distance education institutions are engaged only in institutional researches to measure various programmes and to ascertain the extent of effectiveness and achievements.

The quality of research and the significance of its findings have also been called into question by some reviewers. One of the problems in this field is that some of the most useful researches have not been published. This is why little is known about distance education particularly in most of the third world countries (Calvert 1984).



These researches are limited to survey techniques for accumulating statistical data on enrolment, examination, course completion and drop-out study. Thus these research activities are only focused on seeking information about particular problems of particular institutions and do not add to our general knowledge of distance education.

Programme development in distance education was never subjected to research. Programmes were initiated as an immediate response to popular demand without going into the basics of prior planning, feasibility studies, crucial pedagogical needs and management information. Lack of orientation and training of such personnel about the unique processes and structure of distance education resulted in the frequent failure of programmes. Even course developers were unfamiliar with appropriate needs, abilities and learning aptitudes of the target groups yet the courses were developed and launched in distance education. There exists a wide gap of methodology. Researchers, mostly drawn from conventional systems are not oriented towards the unique processes and structures of distance education. These findings add weight to Holmberg's concern that "educational researchers have paid scant attention to distance learning".

#### **Identity Crisis.**

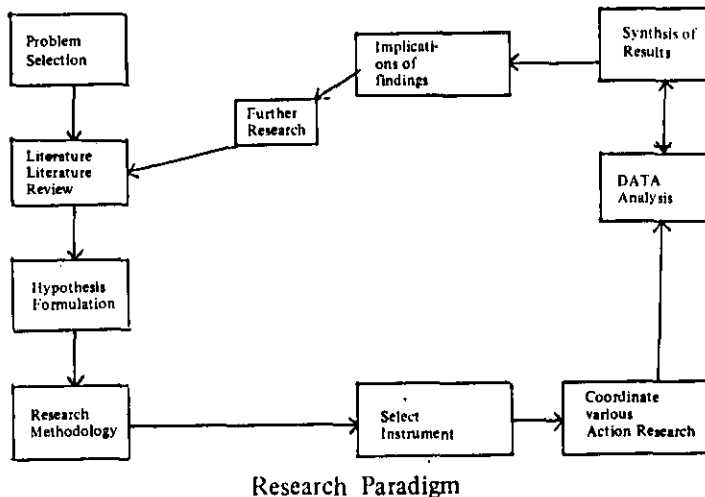
The growing literature on distance education has given rise to a sort of identity crisis, for there is lack of unanimity on the terminology used in the field. The term distance education is not universally accepted (Holmberg 1982). Extensive use of correspondence study, home study, independent study, external studies, self study, distance learning, distance teaching and distance education are more or less synonymous connotations but create a crisis of identity in an average mind. Moreover "there is also confusion about the place of distance education as a whole and whether it is identical to or to be differentiated from such areas as correspondence education, non-traditional education, off campus education, and open learning Keegan (1984).

Basic to these semantic differences is the non-acceptance of the value of distance education which is also at stake. This is true to a large extent in the developing world. Pakistan may be quoted as an example where people are still suspicious about the worth and validity of a degree or diploma earned from its open university. Even the country's traditional universities have shown reluctance to grant equivalence to a degree or diploma earned from the open university.

#### **Research Paradigm.**

Systematic investigation into the diverse activities of distance education surely needs a research paradigm. Absence of such a paradigm renders all research activities obscure and aimless. Coldeway (1982) pointed out that there was no clear paradigm for research on distance education. Such a paradigm needs to be defined only then the variables and analysis of data may be manipulated. Distance education systems which involve diverse institutions are fast growing. Such a situation calls for action research, an approach which recognises the applied nature of the human service professions and their on-going need to act irrespective of the state of research findings. To reach its full potential, distance education needs a path to follow for investigating its diverse activities. The diagram overleaf represents a systematic path, a paradigm to follow which conducting research in distance education.

1. Selection of a problem for research investigation.
2. Review of literature for conducting a thorough theoretical analysis.
3. Formulation of hypotheses.
4. Selection of a research methodology.
5. Selection of research instrument/tool.
6. Coordination of series of action research projects.
7. Analysis of data
8. Synthesis of findings.
9. Implications of findings.



“The implementation of such a paradigm could make a significant contribution towards the establishment of a sound empirical basis for distance education which at the moment is sadly lacking” (White and Taylor 1982).

#### Research imperatives.

Researchers in distance education are at a crossroads. They have yet to evolve a theoretical base to build up its dimensions and seek a direction. While the signs of its maturity from a field of study to a discipline are in sight, active research programmes that will precisely answer the many issues raised earlier are lacking. Finance and expertise or vast experience seem to be the crucial constraints against the development of much-needed and well-designed research programmes. According to a rough estimate two million learners are registered in distance education programmes in Asian countries alone. By the turn of this century this number is likely to rise four-fold. It is therefore, imperative to plan and initiate research programmes, use the research results and thus successfully compete with the conventional system which is losing the trust of societies for non-fulfilment of their needs.

Joint coordinated research should, therefore, be planned by all institutions which are involved in distance education. Frequent exchange of each others experiences and findings will ensure and strengthen the systems. Some of the research themes which should be given priority may be :

1. Research in techniques of course writing for distance education.

Course writers need specific training within the defined needs of the system. Development of self-instructional material for learners of all ages is a delicate task. Orientation of authors of courses is a pre-requisite for the success of a course.

2. Research on target groups in distance education.

The age group of the clientele, their needs, characteristics, geographical sex, aptitude and abilities, income group, previous education, interest and motivation, customs and practices that influence learning, learning style.

3. Research on methodology and media :

Didactic function of separate medium. Description of correspondence package and face to face component and their ratio. Role of teachers in the two areas. Student support services, radio and television programmes, non-print and non-broadcast material, media mix, delivery system.

4. Research on drop-out and completion rate:

Definition of drop-out, calculation of completion rate, reasons of drop-out, remedial measures for decreasing drop-out.

5. Research on assignments:

Student-teacher contact, turn around time of assignment, teacher feed back, its effect on student learning.

6. Research on computer assistance, role of satellite technologies in distance education.

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DEVELOPMENTS AND TRENDS IN TERTIARY DISTANCE EDUCATION IN ASIA

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I would like to begin by thanking all of you, but especially those from outside Malaysia for accepting this invitation to be in Penang to discuss your research proposals. I hope in the next few days we can do more than just discuss research proposals. I hope we can:

- (1) explore the possibility of conducting joint and simultaneous research in distance education;
- (2) consider the feasibility of sharing some of our resources and experience;
- (3) consider the possibility of producing some courses together.

It was my intention to offer a review of the kinds of Institutional Research (IR) that is currently being conducted by Asian Distance Teaching Institutions. However a search of recent distance educational literature and a follow-up personal enquiry revealed that :

- (1) very few distance teaching institutions in fact have an IR activity;
- (2) where there is one, a lot of effort is being put into accumulating statistics on course registrations, dropouts, course outputs, etc.;
- (3) IR where it exists is seen purely as a survey function;
- (4) IR is seen as a tool to improve administrative efficiency.

In fact the last is potentially seen as the strongest reason to maintain an IR activity.

In view of the fact that Dr. Calvert will be presenting to you a review of recent research in distance learning round the world, (most of which is conducted in advanced countries) I shall confine this paper to what I perceive were and are developments in distance teaching activities in Asia as well highlighting any research activity that may be taking place, and project the kinds of issues that may confront us (and therefore necessitate research studies) should we want to compete with the conventional forms of tertiary education in terms of clientele, resources and even respectability.

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\*A paper delivered at a distance-education research/seminar organized by the Universiti Sains Malaysia and the Distance Education Council for Asia for the International Development Research Centre (IDRC) and held at USM Penang from 24-28 July, 1984.



Correspondence education is not a new tradition in Asia. Entrepreneurial and religious groups have been providing the home-based students with courses and propaganda since the early thirties. Companies like Carnegie, Pitman and the Rapid Results College have been household names, at least in the English speaking Asian countries for well over 50 years whilst in Japan private universities were been active even as early as 1886. However what is new in recent times is the entry of public funded "in country" tertiary educational institutions into this arena. One can actually discern three distinct phases from 1960 onwards; *viz*, the first phase from 1960-1969, the second phase from 1970-1979 and the third phase from 1980-1990.

### **The First Phase (1960-1969)–The Experimental Phase**

This was the period during which many Asian nations were emerging from colonial domination and a period during which national educational efforts were mostly directed to providing universal primary or secondary school education. Efforts at increasing the numbers of tertiary educational institutions were cautious, both for political and socio-economic reasons. Therefore distance educational activities were not even considered except in some of the older independent countries. On an experimental basis, some institutions in India and Thailand began to offer a few courses in the correspondence mode through their extra-mural departments. By 1962, the University of Delhi was planning to establish an Institute of Correspondence Education which actually started offering courses in 1967 (Singh, 1981); Beijing's T.V. College was founded in 1960; and in Thailand Chulalongkorn University started offering a few subjects via correspondence (Khemmani, 1981).

All of these catered for small student populations, had intensive inter-personal contact programmes and worked under severe financial constraints. Consequently research efforts were non-existent.

### **The Second Phase (1970-1979)- The Establishment Phase**

I believe two factors helped spur distance education activities in Asia during the period. One, the post-independence generation was getting ready to enter universities and the clamour for more places in universities was increasing. Two, the world-wide publicity generated by the establishment and successful functioning of Britain's Open University especially by its multimedia cost-benefit profile. Open Universities or Open Campus departments were established in Pakistan (one facility), India (33 facilities), Sri Lanka (2 facilities), Thailand (2 facilities), Malaysia (1 facility), the Peoples Republic of China (21 Tele-Universities), South Korea (2 facilities), Burma (1 facility). Besides these, a number of individual faculties also began offering courses via this mode, as was seen in Indonesia, Taiwan and Japan.

This period saw the beginnings of some Institutional Research either by the Asian distance educators themselves or by others conducting research applicable to distance education activities.

Brahmawong (1981) reported his studies on non-print media application usage at Thailand's Open University, whilst Dhanarajan (1981) published findings on the frequency and use of study centres in Malaysia; Sakamoto (1981) presented data on Japanese attempts at using various media in two experiments on remote classroom teaching. Tanaka (1983) reported his findings on the cost-effectiveness and economics of using video audio, video disk and CAL for distance education. Datt (1982), Singh (1982) and Gupta (1982) echoed their concern on the efficiency or otherwise of distance education attempts in India whilst Shah (1982) gave data on the successful presentation of post experience courses in Gujerat, India.

### **The Third Phase (1980 and beyond) – The Consolidation Phase**

This period began as and is bound to be, a consolidation phase for many of the established Distance Teaching Institutions, although the planning of a few new ones is in progress. Japan's University of the Air is expected to offer courses in 1985. Proposals for the establishment of Open Universities are being discussed in Bangladesh, Hong Kong, Indonesia and Taiwan, as are Open Campus departments in Hong Kong, the Philippines and Macao. By the middle of the present decade, more than two million Asians are likely to be following a variety of university programmes through distance education.

This period should also see a leap-frogging of industrial and technological activities in Asia. The rate of modernisation of Asian agriculture, a process begun in the sixties, should see an increased pace. All of this would mean pressure on universities generally to provide learning and retraining activities in areas of personal development. Distance Teaching Institutions are not going to be exempted from this pressure. This, coupled with higher budgets, would mean Distance Teaching Institutions going to the market place to identify specific target groups, to discuss ideas with sponsors and to prepare courses leading to the development of specific skills or which serve occupational needs.

Therefore in order to fulfil social and political aims and also in order to survive this period, expect to see the launch of a number of research studies by distance educators. The following are some of the studies underway or being planned:

#### *(a) Studies on client needs.*

Some countries like Malaysia, Hong Kong, South Korea and Thailand currently enjoy a supplier's market in that the demand for university places far exceeds the supply of them. Distance Teaching Institutions have a ready market. On the other hand, in countries like India, Indonesia, Japan and the Philippines, many universities exist and Distance Teaching Institutions therefore face competition. Distance Teaching Institutions in such situations may have to provide what clients need and not just what they can in terms of courses. Even in the former group courses offered by Distance Teaching Institutions become meaningful to a working adult only if relevant to his needs. Therefore, a needs survey before expensive course development takes place, becomes essential. Such surveys have been conducted in Japan (Sakamoto, 1983), Hong Kong (Swift, 1983) and Korea (Synghan Kim, 1983). I believe Indonesia and Thailand also plan to do some work along these lines.

(b) *Studies Relating to the Use of Non-Print Media.*

It seems clear from Bates' (1982) survey that whilst non-print media do have an important role to play, enthusiasm by Distance Teaching Institutions for the broadcast media (both radio and television) needs to be tempered with considerations of accessibility, convenience and the aptitudes of students. Further, Bates states that academic distrust of audio visual media is another factor to be contended with. Already in Japan (Tanaka, 1983), Thailand (Brahmawong, 1981) and South Korea (Kim, 1983), institutions are beginning to assess the use or potential of the various broadcast and non-broadcast media including the microcomputer in their teaching activity. This is a problem that has to be faced by all Distance Teaching Institutions.

(c) *A Study on dropouts, aptitudes to self-learning.*

This is a complex problem. Any system that relies on self-learning and open entry has to live with this problem and learn to justify its dropout rates. However what is needed by the institution is to identify both the extrinsic factors (selection of students, course structure, regulations) and intrinsic factors (the *teaching system, tutorial support, assignment levels*) and use these findings to initiate appropriate changes. AIOU is already planning a programme of research to do just that and the universities of Madras and Madurai are also conducting research in this area.

(d) *Economic Aspects.*

Almost all Asian Distance Teaching Institutions are publicly supported and many of them owe their existence to the major rationale that they are cost-effective. Experience up to now has shown that maintaining a high level of student support, media-mix and a delivery feedback system is costly if it is to be effective, a situation that is easy to justify because of the Distance Teaching Institution's novelty. As the novelty wears off, like any other university, Distance Teaching Institutions will have to live with the reduced budgets, and research emphasis therefore needs to be placed on improving cost-effectiveness.

**Conclusion**

The Distance Teaching Institutions of Asia are moving to a new and probably a more exciting phase in their growth. How they perform in this decade may very well decide their fate in the next. The advent of the microchip, the rapid development of communication technology and a population base needing and desirous of training and updating means that they possess unique advantages over conventional institutions. However if they fail to grasp and exploit the opportunity by initiating, conducting and using research and its results, we may end up like our older and conventional competitors-guilty of neglecting the needs of societies that nurture us.

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**RESEARCH ISSUES IN DISTANCE EDUCATION: REPORT ON A REGIONAL  
RESEARCH GROUP MEETING UNIVERSITI SAINS, MALAYSIA  
24th-27th JULY, 1984**

By

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This research meeting was jointly sponsored by the University Sains, Malaysia (Off-Campus Academic Programme) the Distance Educational Council of Asia (DECASIA), and the Social Sciences Division of IDRC (Education Programme). The arrangements for this meeting were made by the Off-Campus Programme of University Sains Malaysia under the capable direction of Deputy Director, Dr. G. Dhanarajan. The programme for the meeting was jointly planned by Dr. Dhanarajan and Dr. Dean Nielsen of IDRC.

The purpose of the meeting was to identify and discuss main research issues and constraints in the growing area of distance education in the Asian region. In addition, the operational objective was to receive, examine and offer criticism on research proposals brought to the workshop by each country team. The intent was to share ideas, research designs, and methodologies among country groups and to discuss ways of sharing scarce research resources. There was no insistence on parallel designs or joint research activities. Instead a wide range of topics was to be examined. The findings of research on one topic in one country might be shared and used by others, thus ensuring greater coverage of research problems within the region. The underlying assumption here was that the building of a community of researchers working in similar institutional contexts and facing similar problems would contribute to institutional strength in each institution.

There were two participants from each of the four different countries namely, Indonesia, Malaysia, Pakistan and Thailand. The number of participants from Malaysia, the host country was greater, varying between 3-6. Attempts were also made to involve researchers from the Peoples' Republic of China in the workshop but idea had to be abandoned because of difficulties in identifying suitable participants in time. Also the Sri Lankan Open University had originally accepted the invitation to participate but had to drop out at the last moment. In addition to these countries' participants, there were two outside resource persons in attendance, Dr. Jocelyn Calvert from the Open Learning Institute of British Columbia and Mr. Alec Fleming from the United Kingdom Open University, who is on secondment to the Allama Iqbal Open University.

Representing Indonesia were Dr. Setijadi, Rector designate of the Indonesian Open University, and Dr. Aria Djalil, a Senior Research Officer of the same university. Representing Pakistan were two staff of Allama Iqbal Open University, Dr. Ahmed Noor Khan, Head of the Research and Statistical Centre and his colleague in the Centre, Miss Masooda Chaudhry.

Thailand was represented by staff from its two Open Universities, Dr. Precha Kampirapakorn, of the School of Educational Studies, Sukhothai Thammathirat Open University and Dr. Weerayudh Wichiarajote, Department of Psychology, Ramkhamhaeng Open University.

Finally, Malaysia, the host country was represented by a number of staff members from the University Sains Malaysia, including the Vice-Chancellor and his deputy, plus officials of the Off-Campus Program. The research team consisted of Dr. G. Dhanarajan, Deputy Director of Off-Campus, Dr. Zainal Ghani of Project InSPIRE, and Drs. Peter Choo and A. Lourdusamy, both of the School of Educational Studies.

The four days of discussion were each very full, as were the evenings during which the conferees met each other and senior administrators of USM on an informal basis. During the course of the week, a strong sense of community developed among the researchers and high motivation for cooperation and sharing of research resources and findings was obvious.

The University Sains Malaysia proved to be extraordinarily supportive of these cooperative efforts. The Vice-Chancellor of the university opened the meeting the Deputy Vice-Chancellor attended many of the sessions and ended by pledging university resources and follow-through for the first round of interactions following the conference.

#### **Proceedings.**

Following the official opening of the seminar by the Vice-Chancellor of the University Sains Malaysia, Datuk Musa Mohamad, two papers were delivered by Dr. Dhanarajan of the Off-Campus Program, USM and Dr. Jocelyn Calvert, Coordinator of University Programs of the Open Learning Institute, Vancouver, British Columbia. Dr. Dhanarajan's paper is included in this issue.

Dr. Calvert's paper was a review of the "state of the art" of research in distance education. It was noted that research had not played a prominent part in program development in the past. However, there are some exceptions. For example, the Open University of the United Kingdom has produced a considerable amount of research, both in support of institutional development and to measure its programs effectiveness and accomplishments. Other programs in Northern Europe and Canada have also been quite extensively researched. However, the quality of the research and the significance of its findings have been called into question by a number of reviewers. One of the problems in this field is that some of the most useful research has not been published, one of the reasons why so little is known about distance education in Asia. Recently two new journals have begun to publish research articles on distance education, namely the British Journal of Educational Technology and the Australian Journal of Distance Education. The former is the leading journal in the field providing comprehensive reports on research related to student characteristics, programme evaluation and student performance in Open Education. It also reports on many of the UKOU small scale pilot projects which in general are very carefully monitored and researched.

The review also indicated that most research into distance education at the tertiary level is conducted by individuals with special professional interests in this mode of education, or in the context of special projects which have research funding, or in the context of the development of special institutions. Recent reviews of research in distance education have been published by the Norwegian Erling Ljosa and by the German-based researcher Borje Holmberg. The report by the latter called "Recent Research in the Distance Education" published in 1982 is available at the IDRC Singapore office or the Off-Campus Programme, University Sains Malaysia.

One of the world's leading researchers in distance education, Tony Bates of the UK, has encouraged researchers to develop research in distance education which is tailored to the particular problems and structure of DE — not necessarily based on previous research models used for conventional institutions. It is suggested that research in distance education will need new methodologies and researchers will require new orientations before designing studies. It was also suggested that in addition to open university staff for research, part-timers also be recruited for special projects in research. This might include field personnel (e.g. tutors) who have more access to field data and a knowledge of the context of learning.

The presentation of this paper was followed by a lively discussion session. Two particular areas which were covered in the discussion were the participants perceptions of research needs and issues related to distance education in Asia and their perceptions of the constraints and problems faced by researchers in this area. The discussion of research needs yielded a list of research issues which have been included in the appendix of this report. The topics and issues on this list are not substantially different from those which could have been developed in any area of the world. However, the diversity of topics reflects the different levels of development of the institutions represented in the conference. For example, the most recently organized institutions are still struggling for an identification of their research priorities, whereas those which have been in existence for a decade or more and are in the state of "consolidation" mentioned earlier have more clearly identified their research needs and interests.

The discussion of constraints was not to be seen in negativistic terms but represented a realistic look at the kind of things which need to be addressed in order for research to be facilitated in the region. The list of research constraints developed by the participants is also appended to this report. The main constraint understandably is that of the research personnel with sufficient time to conduct research of acceptable standards. Administrative or political constraints were also highlighted — the making of decisions based on political expedience or administrative ease, and the neglect of or even disdain for research-based recommendations.

## COUNTRY RESEARCH PROJECTS

### *Indonesian Open University*

The Indonesian Open University was created in March of this year by Presidential Decree. However, it has not yet been inaugurated and will only be so next month. The initial response to the opening of this new Open University has been overwhelming:

there were 270,000 applicants for the first class ! Although the intention was only to receive 10,000 initial students, the pressures were such that a decision was made to admit 50,000. This, plus students in existing distance teacher training and lecturer upgrading programs, will lead to a first class of about 65,000 students. The University has committed itself to a course of conducting and using research as part of its effort to design appropriate programs. Such institutional research will be conducted within the University Research Institute which will be established, as in other state universities, with state funding. Because of the enormous time pressures in establishing an open university programme the University will be forced to launch a number of courses in a hurry. Questions of course quality and appropriateness of material will only be asked after they have been used by students. This will require a vast programme of evaluation research both to determine the fit of the materials to students need and characteristics as well as to assess the appropriateness of various administrative mechanisms.

Consistent with the above, the Indonesia team at the workshop presented a proposal for the study of tutoring in the distance education system in Indonesia. Tutoring is designed to be an essential feature of the study program because it is assumed that most students, being recent high school leavers, are not mature enough to be self-sufficient learners. But how should tutoring be structured and how should it operate ? The researchers proposed to answer such questions through the use of an experimental design to test a variety of approaches in the structuring and operations of tutoring. In this design, a number of features of the systems would be tested, including the kind of tutor, the length of tutoring sessions, the frequency of sessions, the nature of the sessions and so forth.

Although this design might be appropriate under certain circumstances, it was discovered through discussion that the actual tutoring operations are not under the control of the Open University central administration, but will be delegated to the Rectors of the conventional state universities, who will be allowed certain freedoms in the way they deploy their lecturers as tutors. Therefore, workshop participants felt that the Open University's central administration would not have sufficient control to justify the use of an experimental design for comparing various alternatives. Because of this workshop participants suggested to the Indonesian team that they use more of a "process evaluation" approach to the problem. Using this approach they would be able to identify a variety of "models" of tutoring emerging during the first year of the University's operation and determine the strength in weaknesses of each from the point of view of the students and the tutors.

It was originally the intention of the team to relate the various approaches to tutoring to student outcomes, including drop out, achievement and rate of progress. However, it was noted that the variable of tutoring would only account for a small amount of the variance in the outcome factors. Thus it was suggested that the relationship to a more "intermediate" set of outcomes, such as learner satisfaction and tutor effectiveness, be considered.

## Thailand

### *Ramkhamhaeng Open University :*

This open university, serving recent high school graduates from all over Thailand, is reported to be the largest open university in the world with 600,000 students distributed across seven faculties, 44 departments and more than a 1,000 courses. In recent years it has been producing some 16,000 graduates a year. Its instructional approach includes a unique combination of regular and distance teaching classes which can be mixed in any way by the student. The dominant teaching method is the lecture, delivered both live on campus for anywhere up to 50,000 students at a time or through the mediation of tv radio and video/audio recordings.

In recent years many within the University have begun to seriously question the purposes and directions of the institution's programs. There is an acknowledgement that its programmes are for the academic market with an urban bias, and that it is contributing to a flooded market of new graduates whose chances for suitable employment are unknown. Considering this and the pressing educational needs in the predominantly rural areas of Thailand, the University is considering a major reorientation of its programmes --- a reorientation towards the needs of rural people using its vast resources and network in providing training for human resource development relevant to "rural transformation." The proponents of this new orientation propose that the Open University work with the four government ministries which are on the front line of rural transformation efforts, that is the Ministry of Agriculture and Cooperatives, the Ministry of Interior, the Ministry of Education and the Ministry of Health. It is proposed that Ramkhamhaeng Open University provide learning opportunities relating to the manpower or the human resource needs of the programs of these Ministries.

The research proposed would examine the educational needs, conditions, and problems in the rural areas connected with development programs for rural transformation promoted by each of the ministries . This needs identification would be seen as the initial step of a large R and D program which would include Open University policy reformulation, programme reassessment and redesign plus programme evaluation. The scope of this proposed research is extensive - - a national survey is proposed which would cover as many as 10,000 respondents from the staffs of the various development programs referred to above. The time-frame for this ambitious undertaking is around one year.

Reactions to this research proposal were many. Most participants were concerned about the scope of study - - a general feeling was that it needed to be scaled down. There were also some questions about the viability of the overall R and D scheme, which would require an assurance of cooperation from a number of agencies whose capacity to collaborate has not been well established. Therefore, there was a suggestion that the project change its focus from a project to assess learner needs and conditions, which assumes a clear intention and capability to move forward with a new programme to more of a feasibility study, which would assess the potential for the development of an extension education programme of this scope and magnitude, and the feasibility of inter-agency collaboration of the nature proposed.



*Sukhothai Thammathirat Open University*

The Sukhothai Thammathirat Open University was established in 1978 and began offering courses in 1980 to a initial class of 82,000 students. Currently the University offers programmes in 10 different faculties or schools. In contrast to the student body of Ramkhamhaeng Open University, most of the students of STOU are already in the labour force and are therefore more mature learners. In addition, most (84%) are from outside Bangkok.

In addition to courses in conventional degree-oriented fields, there are outreach courses for various community groups which are non-degree programmes. These are generally customized for various governmental agencies, *e.g.* the police, Ministry of Interior employees and Bangkok Bank employees. The University has set high standards in programmed text development, has produced high quality radio and TV programmes and has acquired a very high access level to the mass media, reaching radio and tv audiences throughout the country.

STOU's research proposal was for evaluation research to examine the adequacy of its study materials, both printed and audio-visual, which are being delivered to students. Many of these materials were written more than 5 years ago and are beginning to be seen as out-of-date. Other appear to be pitched at too high a level, as evidenced by their use in various graduate programmes in conventional universities. The research questions concern the content of the materials as well as the appropriateness and effectiveness of the media which are used, all issues examined from the point of view of the learners, experts in the various fields and course tutors. The outcomes would be used to suggest various changes not only in course content but in delivery systems.

Discussion of this proposal focussed mainly on methodological issues. One of the most critical questions which was raised had to do with the appropriateness of survey research techniques in assessing quality and effectiveness. This critique was based on the well-established observation that Asian respondents are often biased towards the positive and non-critical. It was suggested that the project attempt to overcome this bias by using various forms of direct observation or certain kinds of group interview techniques (*e.g.*, the "focus group technique" developed at Mahido University). Another problem identified had to do with the proposed assessment of the benefits of courses to the students' work behaviour and career development. It was suggested that individual courses would not be expected to have as much of an impact as an entire programme of study. Finally, there was a question about the mode of data analysis proposed, Instead of using tests of statistical difference between categories of respondents, it was suggested that each category be analysed independently, the results being used in mutually reinforcing ways.

**Pakistan***Allama Iqbal Open University*

This was one of the first open universities established in Asia, founded in 1974. Now ten years later it has an annual enrolment of nearly 80,000 students. AIOU specializes in offering distance education courses in the areas of teacher training,

functional education and general education. It serves a wide variety of clientele, wider than any of the other open universities involved in the workshop - its learners range from sub-literates to students at the masters' degree level. Its courses are delivered through a variety of media, including correspondence texts, radio and television programmes and audio/video cassettes. It also has developed an extensive tutoring network using 200 local centres coordinated by 11 regional offices.

During recent months the university, under a new Vice-Chancellor, has established a university-wide research and statistical centre. This centre is charged with the responsibility of conducting institutional research for the university at large. Among the many problems it is expected to study is that of student drop-out, a critical problem in any distance educational system. The general assumption behind the study is that the drop-out is related not only to the characteristics and conditions of students, but also to the quality and effectiveness of the courses and delivery system. Therefore, the proposal presented was essentially a diagnostic study designed to identify major reasons for drop-out and to produce recommendations for changes in course and their delivery.

The lively discussion which followed the presentation of the research proposal raised a number of interesting questions. For example, there was a question on how to define drop-out. There were many alternatives presented, but the most useful, from the point of view of the university seemed to be the problem of failing to complete a particular course by not submitting work for assessments or appearing at the final examination. Concentrating on this aspect of drop-out would be most appropriate for looking at the problem of course quality and delivery. Another question concerned the unit of analysis for the study. On the one hand the study appeared to be an examination of the drop-outs themselves and their reasons for non-completion of a course. On the other the study appeared to be an examination of courses and the reason for the high drop-out rate in the case of certain of them. The researchers felt that the focus should be on the students, which meant that certain sections of the study, including the hypothesis section, would need to be revised somewhat.

This led to discussion concerning the sampling design. Some felt that this study should focus only on drop-outs, while others felt that all students in certain courses should be surveyed. Those who criticised the idea of sampling drop-outs only felt that the respondents would be disinclined to give reason for their non-completion for fear of a negative reflection on themselves. Those who criticized the focus on all students felt that such an approach would not allow an in-depth examination of the issues. This led to a suggestion that all students who were enrolled in courses with a history of high drop-out should be surveyed on variables which were expected to relate to drop-out sometime during the mid point of the course. After the administration of the course exam, it would be clear which students had not completed the course and at that point we would be possible to correlate non-completion with the variables which would already have been collected from all students. After that it might be possible to follow-up with the in-depth interviews of students, both drop-out and completers.

In addition to the above, there were also questions about the data analysis proposed. It was suggested that the proposed use of multiple correlation be only one of many options, since many of the research questions could be analyzed using more descriptive statistics. Multiple correlation could be used in the case of hypothesis testing involving "competing" sets of variables.

#### Malaysia

##### *Off-Campus Academic Program, University Sains Malaysia*

This distance education programme was established in 1972. It is unique among the institutions involved in the meeting since it is a programme in a conventional university, not an autonomous open university. Its stated aims are to enhance the productivity of those who are already in employment by updating their knowledge and skills, to redress the imbalance in educational opportunities between economically favoured and less favoured areas in Malaysia and to meet the increasing demand for high-level manpower.

The student body for this programme has been limited to a small group of students totalling about 3,000 over the last 12 years, about one third of whom have already graduated. The students are more mature than regular university students because of the requirement that they already be in the workforce. The Off-Campus Programme is growing in size and stature and beginning this year is expected to receive about 5% of the new university student intake in Malaysia.

The courses offered by the Off-Campus Centre are reportedly similar in content and quality to those offered in the conventional university. They are in 3 basic areas, the "hard" sciences, the social sciences and education. In the hard sciences programme students from disadvantaged backgrounds may enter a "foundation programme" designed to provide the necessary prerequisites for beginning regular coursework.

The learning system of the Off-Campus Programme involves a variety of media, including correspondence texts, radio programmes, audio cassettes and tutoring. Tutoring is through both optional correspondence exchanges and required weekend sessions at one of 11 tutorial centres. There is also a required one year residency on the University Sains Malaysia Campus.

Because the programme is so small it is very selective in screening students. In addition, the resources provided for the students are relatively rich. Thus the programme views even a modest level of drop-out with alarm. A drop-out level which is acceptable in other institutions in distance education in the region would not be acceptable within the University Sains Malaysia Programme. Because of its concern for system efficiency (translated as high system completion rates) and a concern for maintaining high standards of quality, the Off-Campus Programme is keen to tailor its courses and support systems to the students' needs and learning conditions. The problem is that very little is known about the student body, their learning patterns, problems, attitudes and learning environments. Thus the study presented at the workshop proposes to develop a detailed profile of students with the intent of matching media and materials with the learning styles and education conditions available. The result of this study will be used in improving student selection and placement systems as well as in improving learning materials and outcomes. Data collection under this project will involve the design and use

of relatively sophisticated instruments of measurement related to a number of social-psychological dimensions as well as environmental features. The work plan includes two stages of data collection, one a preliminary stage to assess, in an exploratory way, the various dimensions thought to be important and the second a more quantitative study using refined instruments in a survey mode.

Discussion in response to the proposal presentation concentrated on a number of issues. The first related to the concept of course tailoring. Many questioned whether the intent was for the programme to individually tailor instruction or to identify some basic learning systems and to do some general matching of courses and learning style. The team responded that one or two dominant learning patterns are expected to emerge and thus tailoring would be done in a general way. There was also a discussion of the extent to which the research instruments or assessment techniques, once validated, could actually be used in screening students. The answer was unclear at this point, but certain effective items might be included in the application forms for use for selection and placement purposes.

In addition, there was a question about the extent to which the study would try to relate the learning style to learning outcomes using explanatory analyses. The researchers indicated that they saw this project essentially as a descriptive study, to construct student profiles and map out learning styles. There could be some inferences made between certain problems identified and undesirable outcomes such as student drop-out and slow completion rates, but this was not the primary objective of the study.

Finally there was some concern about the need for two stages of research data collection. The team responded that an exploratory phase would be crucial since research of this nature had never been done in distance education in Asia before and qualitative research would be likely to turn up ideas which had never been considered before.

## SUMMARY AND CONCLUSION

### General Reaction to Research Topics and Proposals

During the final session on the last day, Dr. Nielsen led a general discussion concerning the research topics and proposals presented. He commented on the fact that the topics and issues identified by the group were those which seem to be important to researchers in other parts of the world. However, he mentioned two important policy-related research issues which were not mentioned by the participants. First, there did not seem to be any direct interest in assessing the absorptive capacity of national economies for distance education or open university graduates. There is a danger that the production of tens of thousands of graduates and their influx into labour force would compound growing problems of educated underemployment in some countries and some sectors. Although the participants in the conference were aware of potential problems, it appeared as if the social mandate to produce new graduates and to open up opportunities to a wider spectrum of the population was the overriding concern. Perhaps research of this nature can only be conducted outside the institutions offering distance education.

It was also noted that none of the participants mentioned a concern about the relative quality of DE courses (assessed in terms of relative achievement levels of Open University students) compared with those in traditional universities. Such studies have been conducted within the Open University of the United Kingdom but apparently have not become a major issue within the open universities in the Asian region.

Concerning the relationship between the research proposals received and the topic and issues discussed during the first day, it was interesting to note that the proposals were spread quite widely across the various topics and issues specified. There were research proposals in four or five of the thirteen areas listed. This is an indication of the potential benefit that the countries will receive from collaboration and sharing of results. There was a certain amount of disappointment that none of the teams had proposed any form of tracer study to assess the work and study situations of OU graduates. Perhaps this is a reflection of the relative youth of these institutions and the fact that there are still very few graduates.

A deeper examination of the research proposals reviewed revealed a certain tendency towards convergence, a phenomenon which was commented upon by Dr. Jocelyn Calvert in her concluding remarks. In fact she suggested that this collaborative research effort be given its own acronym, namely REEDE, standing for Research for Effective and Efficient Distance Education. Her point was that each of the proposals, though using different points of departure, all concerned the problems of improving programme effectiveness and efficiency. As such, she saw the potential for collaboration not only in the sharing of research findings but also in the sharing of research instruments and methodologies. She also made a strong plea for the publication of the results of the studies under consideration, since too many studies in the past have not been widely enough disseminated to influence the development of the field. Her recommendation was that the studies appear either in a special issue of a distance education journal or in some form of edited manuscript.

### **Regional Collaboration**

There was a very animated discussion of various alternatives for regional collaboration in research on distance education. Dr. Setijadi made a strong case for more extensive collaboration than mere sharing of research results. He made the point that the findings and procedures of each project would be of great interest to the managers of each of the countries' institutions. In fact, he felt that the conditions of the institutions were similar enough for the research perhaps to be done in one "package". This "package" would be a collaborative research effort perhaps using common instruments and exchanges of personnel.

IDRC reacted to this suggestion in a positive way in principle, but pointed out some of the difficulties it has had in other projects in the past in trying to administer research programmes based on a common design using standardised instruments. In response to that a compromise was put forward that the institutions involved in this co-operative research venture share with one another their final research designs as well as any research instruments developed. At a later stage, depending on interests and resources in various institutions in the region, joint research projects could be developed and submitted for funding.



This led to a discussion of various modes of information dissemination and sharing. Some participants suggested that the group produce a new bulletin on distance education research with IDRC's assistance. Others suggested that communications flow through existing channels, like the new distance education journal published by the Allama Iqbal Open University or the newsletter published by the UNESCO Regional Office in Bangkok on distance education entitled "Never Too Far" and/or communications sent to the region by the International Council for Distance Education. Participants seemed keen to explore the possibility of submitting materials to the UNESCO sponsored newsletter, something that will be a definite follow-up item to this workshop.

There were suggestions concerning other modes of collaboration, including the formulation of a new research consortium in distance education with the support of IDRC and the Distance Educational Council of Asia (DECASIA). IDRC indicated it was willing to support networking in the context of the research projects under discussion involving at least one or two additional meetings of this group of researchers. With respect to the institutionalization of such a consortium within DECASIA, Dr. Dhanarajan indicated that it was too early to tell whether the Council would be able to establish the necessary infrastructure. There will be a meeting of delegates from the DECASIA in December and this could easily be one of the items on the agenda. In addition to that, there will be a meeting of the International Council for Distance Education in Australia in August, 1985. Dr. Dhanarajan recommended that a special session be created in the conference for the consideration and discussion of research conducted in distance education under the programme discussed in this workshop. This will also be put on the agenda for the coming DECASIA meeting.

During the closing ceremony of the meeting, Dr. Dhanarajan once again expressed his commitment to promoting research activities within DECASIA. He also expressed his hope that the projects discussed during the meeting would be supported by IDRC, but indicated that delegates should also be prepared to support such research from other sources of funding including their own budgets. Finally Dr. Datuk Sharom Ahmat, Deputy Vice-Chancellor of the USM closed the meeting with an extremely encouraging commitment from his office and the office of the Vice-Chancellor towards the development of further collaboration among institutions of distance education. As evidence of this, he offered his own offices in providing the first round of feedback and inter-institutional communications. He also extended the scope of possible regional collaboration beyond research into areas of training and course production. Participants left this working meeting with a strong sense of community and a substantial feeling of gratitude to the USM for its firm support in this undertaking. Special gratitude was given to the convener of this meeting, Dr. Dhanarajan, for his efficient and gracious efforts in coordinating the meeting and hosting the participants.

**A WORKING GROUP MEETING ON RESEARCH ISSUES  
IN DISTANCE EDUCATION**

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**RESEARCH NEEDS/THEMES MENTIONED BY  
DISTANCE EDUCATION MEETING PARTICIPANTS**

1. Determining research priorities.
2. Identification of unique attributes/comparative advantages of Distance Education.
  - matching learner demands (needs) with instructional capabilities.
3. Assessment of conditions/problems/needs of various groups for pre-programme planning and continuous development.
  - . private sectors
  - . public sectors
  - . rural mass
  - . urban mass
4. Assessment of learning patterns
  - . time on task
  - . sequence of learning, etc
5. Assessment of appropriate media-mix according to course content and audience characteristics.
6. Assessment of feasibility of courses
  - i.e. availability of needed resources
7. Evaluation research
  - success in meeting student needs
    - . certification
    - . skills
8. Appropriateness and effectiveness of materials; support systems; assessment methods; course objectives.
9. Job analysis - especially for work-oriented courses.
10. Assessment of reputation/acceptance of courses graduates and usefulness of skills (tracer studies).
  - degree programmes
  - functional programmes
11. Experimentation with various media and systems.
12. Assessment of "equivalence " of different courses or work experience.
  - credit for work/study
  - challenge systems
13. Operations research on systems of co-operation/co-opation vis-a-vis other programmes.

**OBSTACLES AND CONSTRAINTS TO THE CONDUCT  
RESEARCH ON DISTANCE EDUCATION IN ASIA**

1. Time constraints of staff members who often perform multiple roles (course developer, administrator and researcher).
2. Methodology gaps: Course developers are unfamiliar with appropriate research methodologies, or conventional research data collection techniques prove to be inappropriate.
3. Personnel and training constraints: not enough research personnel or not enough expertise in available personnel.
4. Researchers from disciplines or from conventional universities not oriented towards unique processes and structures of Distance Education.
5. Existing research, usually carried out within faculties or divisions of Distance Education, is often individualized and thus too fragmented to be used in institutional development and planning.
6. Lack of or weakness in the research infrastructure :
  - separate research office
  - data processing facilities
  - policy support (administrative commitment to research)
  - external linkages (with other communities of researchers; donor agencies)
  - logistical support (transportation, communication)
7. Administrative constraints: politically or expediency-based decision making; lack of research utilization.
8. Uncertainty of programme research funding from year to year.



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Islamabad Pakistan



## RESEARCH NOTES

**ORGANIZING COMMUNITY-BASED, NON-FORMAL EDUCATION FOR SCHOOL  
DROP-OUT GIRLS OF RAWALPINDI.**

By

SISTER SHEILA KEANE

The purpose of this study was to determine the feasibility of establishing community-based centres of education for school drop-out girls and to assess the response of the community to such centres.

The sample of the study consisted of 31 students who were drawn from an area of 1 to 6 kms radius from St. Teresa Girls' High School, Rawalpindi City, the venue of the experiment. These 31 students were chosen from a total of 37 who had dropped out of the above school during the academic year 1978. Girls between the ages of nine and fourteen only, participated in the study.

The researcher, having visited thirty homes and discussed with parents and subjects their immediate needs and wishes, planned a 10 week programme of study. Five teachers from the community offered their services voluntarily and were willing to teach at the centre a few evenings a week for three hours.

Questionnaires were given to parents and to students at the beginning and at the end of the course in order to judge the involvement of parents in the project and to ascertain the progress of knowledge of the students.

The study showed that most of the girls had dropped out at the class 3 stage and the reasons for their drop out were generally either to look after a younger brother or sister, or their lack of interest in education. The study also showed that neither the educational nor occupational background nor the annual income of the drop-out of these girls from the school.

### Findings

Analysis of the data obtained through the experiment on the establishment of a community based, non-formal educational centre for school drop-out girls revealed in general that both the parents and the children need such a centre in the community. It was also concluded from the findings of the study, that, with the co-operation of the community it is feasible to set up such a centre for school drop-out girls.

The specific findings of the study showed the following :

1. The girls were in the age group of 9 to 14 years. However, more than 70% of the girls were in the age group of 12 to 13 years.
2. The educational back-ground of the girls participating in the study varied from class 1 to class 7, but 80% of them had only 3 to 5 years formal education.
3. Given by the girls who participated in the study the most frequent causes of drop-out were: (a) care of younger brothers and sisters, (b) lack of interest in education (c) long distance to school.

4. Information regarding the educational status of parents revealed that the parents of the drop-out girls included both literates and illiterates: so apparently the education of the parents seemed to have little to do with the drop-out of girls from the school.
5. The occupations of parents (mother or father) covered a wide variety, and as in the case of the educational background, it was difficult to determine any cause and effect relationship between the occupational background of the parents and the drop-out of the girls from the school.
6. The information about the income of the parents revealed that they were mostly from the low and the lower middle income brackets whose annual earnings did not exceed Rs. 20,000.
7. Of the girls who attended the centre, some came from a distance of upto 6 km. Distance did not have any effect on the attendance of the participants.
8. 58% of the girls walked to the centre while the rest used public or other transport.
9. The hypothesis 1, "that the students would benefit educationally from the centre" was proved true as the achievement of the students on the three components of the educational programme; (a) knowledge of household work; (b) knowledge of social etiquette; and (c) attitude towards personal hygiene and hygienic conditions of their immediate surroundings, showed that they all benefited significantly from the ten weeks experimental programme.
10. The hypothesis 1 was also proved true from an item analysis of the students achievement as determined by their own responses to the questionnaire. It indicated that all the topics of the course had a positive influence on the students' knowledge of household work, their knowledge of social etiquette and their attitude towards personal hygiene and cleanliness of the environment.

#### **Opinion of parents**

The attitude of the community towards the establishment of a non-formal education centre for school drop-out girls was determined from the responses of the parents who were interviewed by the researcher. The responses of the parents before starting the centre were very favourable to its establishment. The responses of the same parents obtained at the end of the course were in conformity with their previous responses.

It was interesting to observe that twenty of the female parents also participated in the experiment especially in the cooking and sewing classes. An adult centre for these parents had been in operation since the end of the experimental class.

The hypothesis 2, "that the parents would send their children to the educational centre" and hypothesis 3, "that the project would get the co-operation of the community through voluntary services to the centre" was proved true from the simple evidence that the project was accepted by the community beyond the expectations of the researcher.

From the participation of the community members as volunteer teachers of the centre, it was observed that while they co-operated in the project, it was felt that their participation would have been more effective if some form of remuneration had been offered to them.

### CONCLUSIONS

The following are the conclusions drawn from the findings of this experimental study :

1. The community realizes the need for establishing such centres of non-formal education for school drop out girls.
2. It is also evident that it is possible to establish and run such a centre with the co-operation of the community.
3. The girls who drop out of school for various reasons can benefit greatly from these centres.
4. School facilities can be utilized for the establishment of such centres.
5. These centres have the potential for becoming adult education centres.
6. Teachers should be paid some remuneration so that they feel their commitment to and responsibility towards the centres.
7. Such centres are needed for children of parents of various categories regardless of their occupational and educational background or their level of income.

### RECOMMENDATIONS

On the basis of the findings and conclusions of the study it is recommended that:

1. This experiment ought to be repeated by the students of the M.A. Educational Planning and Management and organizations interested in mass education both in rural and urban settings.
2. Agencies and organizations concerned with literacy and mass education may replicate the plan tried under this study for the establishment of community based centres for school drop out girls and women.

**A COMPARATIVE STUDY OF THE GENERAL EDUCATION PROGRAMMES  
OF ALLAMA IQBAL OPEN UNIVERSITY AND CONVENTIONAL  
INSTITUTIONS OF FORMAL EDUCATION IN PAKISTAN**

By

**IFTIKHAR AHMED**

The purpose of this study was to compare general education programmes of Allama Iqbal Open University of Intermediate level with general education programmes of conventional institutions of formal education of the same level.

The sample of the study consisted of 40 tutors of Allama Iqbal Open University and 40 teachers of conventional institutions of formal education, 200 students of AIOU and 200 students of CIFE. (Conventional institutions of formal education). The tutors and teachers in the sample were from all over Pakistan and students were included from Rawalpindi/Islamabad Region of Allama Iqbal Open University. The sample consisted of 50% males and 50% females.

Questionnaires were mailed to distant CIFE tutors/teachers and students, and were personally given to students of local institutions of formal education. Questionnaires to tutors/teachers and students of AIOU were sent by mail. The rate of return of duly filled in and completed questionnaires by mail was very low.

For use of official documents and record and for personal interview the following institutions were visited :

- (1) Allama Iqbal Open University
- (2) University Grants Commission
- (3) Inter Board Committee of Chairmen
- (4) Curriculum Wing of the Ministry of Education
- (5) Federal Board of Intermediate & Secondary Education, Islamabad.
- (6) Board of Intermediate & Secondary Education, Rawalpindi.
- (7) Directorate of Education, Islamabad and Rawalpindi, and local colleges in Islamabad and Rawalpindi.
- (8) Local libraries

**Findings**

Analysis of the data obtained through the questionnaires sent to tutors of Allama Iqbal Open University, teachers of conventional institutions of formal education, and students of AIOU and CIFE revealed in general that there was no significant difference in the general education programmes of Allama Iqbal Open University and conventional institutions of formal education in respect of text books, method of instruction, examination system, learning outcomes and social development of the student. Comparison of courses of study and course contents also showed no significance difference.

*The specific findings of the study showed the following :*

1. In ratings of tutors of AIOU and teachers of CIFE no significant difference was found about the language of the text books. Similarly ratings of the students of AIOU and CIFE did not show significant difference about the language, comprehension and style of their respective text book.
2. The rating of tutors and students of AIOU, and teachers and students of CIFE were similar on the following points:

- (i) Difficulty level of the text book from readability point of view ;
  - (ii) Comprehension level of the reading material;
  - (iii) Reading material of the text book being self explanatory from self-study point of view;
  - (iv) Volume of work required from a student;
  - (v) Reading material being acceptable to students;
  - (vi) Quality of presentation of text book material;
3. In the opinion of tutors and students of AIOU and teachers and students of CIFE no significant difference was found about the following concepts of the text book material:
- (i) Student being able to infer from theories on his own;
  - (ii) Text book material to encourage the student to apply the knowledge in practical situation;
  - (iii) Organization of ideas of the text book for the student to understand;
  - (iv) Presentation of reading material in the sequence that it is easier to understand;
4. Significant difference was found in ratings of tutors of AIOU and teachers of CIFE about the level of understanding of basic principles of the text book by reading the material by students. The level of understanding of basic principles of the text book was higher in case of AIOU.
5. Significant difference was found in ratings of tutors of AIOU and teachers of CIFE about the reading material of the text book being up to date and latest, which was higher in case of AIOU. However the students of AIOU and CIFE did not show significant difference on this item.
6. No significant difference of opinion was found in method of instruction of AIOU system and system of CIFE by teachers of the respective system on the following items:
- (i) Effectiveness of tutorial help in AIOU system as against face to face teaching in formal system;
  - (ii) To pay attention to studies on formal responsibility in AIOU system as against the presence of teacher in formal system;
  - (iii) Support of radio and t.v. Lessons in AIOU system as against audio-visual aids and black board in formal system;
  - (iv) Self evaluation exercises in AIOU system as against homework in formal system;
  - (v) Importance of regular assignments/final examination in AIOU system as against importance of quarterly/final examination in formal system of education;
  - (vi) Importance of inner discipline in AIOU system of education in which responsibility of spending time on education is on the student himself as against importance of external discipline in formal system of education;
7. No significant difference was found in the opinions of students of AIOU and CIFE about teacher student contribution in teaching learning process on the following items :



- (i) Dependence on teacher in AIOU and formal system;
- (ii) Self dependence on studies in AIOU and formal system;
- (iii) Contribution of tutor in AIOU system and contribution of teacher in formal system of education responsible for students success in examination;
- (iv) Satisfaction with coaching provided at a study centre in AIOU system and in the classroom in formal system of education;
- (v) Volume of studies covered at home as compared to the volume of work done at a study centre in AIOU system and in the classroom in formal system of education;
- (vi) Inclined to undertake studies of courses in AIOU system and subjects in formal system of education;
- (vii) Tutor in AIOU system inclined to prepare the student for the subject;
- (viii) Study hours equally distributed during the semester in AIOU system and during the year in formal system of education;
- (ix) Feeling need of a teacher in AIOU system and attendance rate in formal system of education;
- (x) Tutor's and teacher's role contributory in student's educational attainments;
- (xi) Personal efforts contributory towards students educational attainments;

8. No significant difference was found in opinions of tutors of AIOU and CIFE, and students of AIOU and CIFE about method of education being helpful on the following items;

- (i) Tutors guidance helpful in AIOU system and methodology helpful in formal system of education;
- (ii) Reading material helpful in respective educational programme;
- (iii) Self study helpful in respective educational programme;
- (iv) Fellow students helpful in respective educational programme;
- (v) Study Centre helpful in AIOU system and classroom studies helpful in formal system of education;
- (vi) Additional study helpful in respective educational programme;
- (vii) Radio and t.v. lessons helpful in AIOU system and teaching material helpful in formal system;

9. Significant difference of opinion was found in opinion of tutors of AIOU and teachers of CIFE about improvement in system of education on the following items:

- (i) Curriculum
- (ii) Text books
- (iii) Use of library services
- (iv) Classroom system
- (v) Audio-visual aids
- (vi) Performance of teachers
- (vii) Study hours
- (viii) Overall system of formal education.

10. Significant difference was found in opinions of tutors of AIOU and teacher of CIFE about acquisition of knowledge which was higher in case of AIOU system. However no difference was found in opinions of students of AIOU and CIFE on this item.
11. No significant difference was found in opinions of tutors of AIOU and teachers of formal education, and students of AIOU and CIFE about the respective system of education leading to mere certificate earning.
12. No significant difference was found in opinions of tutors of AIOU and teachers of formal education, and students of AIOU and CIFE about the social development of the student on the following items :
  - (i) To help the student get along well with others;
  - (ii) To help the student learn to develop leadership qualities;
  - (iii) To help the student learn to be considerate to others;
  - (iv) Contribution of peer group or fellow students to the behaviour development of a student;
  - (v) To help the student develop:
    - (a) Maturity
    - (b) Confidence
13. Significant difference was found in the opinions of students of AIOU and CIFE about the system of education being helpful for the student to develop responsibility which was higher in case of AIOU. No difference was found in opinion of tutors of AIOU and teachers of formal education on this items.

### Conclusions

The following are the conclusions drawn from the findings of this study:

1. In spite of the different methodology of non-formal education used at Allama Iqbal Open University no significant difference has been found in language, concepts, organization, sequence, comprehension, style, acceptability of text book of this system from the conventional system of formal education.
2. Comparison of the courses of study of AIOU and CIFE reveals that these are similar in ideas and concepts, but AIOU course is larger in size and contains latest ideas.
3. Courses of Allama Iqbal Open University have more practical value than courses of formal system which are rigid and traditional.
4. Courses of Allama Iqbal Open University have equal value of certificate earning however for acquisition of knowledge these are better than courses of study of formal education.
5. Despite off-campus offerings, Allama Iqbal Open University courses are equally helpful for social development of the student which is distinctive characteristic of on-campus programmes.

6. Study hours are equally distributed in case of Allama Iqbal Open University system of education as well as system of education of conventional institutes of formal education.
7. The findings reveal that improvement in formal system of education is necessary, in curriculum, text book, use of library services, classroom system, audio-visual aids, performance of teacher, study hours and overall existing conventional system of formal education.
8. System of education of Allama Iqbal Open University helps the student develop maturity, confidence and responsibility in a better way than does traditional system of formal education. AIOU system is more helpful for the students to develop and contribute in the following:
  - (a) Getting along well with others
  - (b) leadership qualities
  - (c) to be considerate to other
  - (d) behaviour development

### **Recommendations**

On the basis of the findings of the study it is recommended that :

- (1) In order to increase the practical value of general education programmes of conventional institutions of formal education, revision in courses of study and course contents is necessary.
- (2) Keeping in view their usefulness the general education programmes of Allama Iqbal Open University should be publicised among the masses, particularly in the rural areas.
- (3) AIOU course can help reduce admission pressure on formal education institutions in urban areas also.
- (4) Studies ought to be conducted to determine the level of achievement of the AIOU students as compared with students of CIFE.

## BOOK REVIEWS

Distance Teaching for Higher and Adult Education, Edited by Anthony Kaye and Greville Rumble. London: Croom Helm/the Open University (U.K.) Press, 1981. Price :£ 15.95.

There has been a growing concern in many countries of the world to provide access to higher education by new categories of people. For more than a decade now attempts have been made to achieve social justice and to establish closer links between higher education and the national development efforts and goals. The alternative models of education, which have helped to reduce the physical, social and psychological distance separating the knowledge, have established themselves in the form of distance education. As a result the learners, in particular, have also turned their attention to the possibility of using the new technologies and communication media to extend their education and knowledge. On the national level, we are convinced that distance teaching systems can make an effective contribution to the quantitative and qualitative improvement of higher education, particularly in the larger context of life-long education.

The publication of the book under review has been at a most opportune time and goes a long way in informing the international community both of the successes and the impediments in the development of the "ideas of open and distance education". The book provides a detailed analysis of the development of distance teaching-learning methodologies and explores the educational, economic, administrative and logistic implications of these methods in a larger and varied context. It deals in a concise and balanced way, with the implementation of Distance Teaching in institutions of higher education (i.e. university level) in many developed and developing countries such as Canada, the United Kingdom, West Germany, Venezuela, Iran, Pakistan, Sri Lanka, Israel and Costa Rica.

The book is divided into four parts. Part one gives the characteristics of distance-learning systems; Part two discusses the course subsystems; Part three includes the student subsystem and Part four highlights organisational, administrative planning and finance aspects of distance education. In Part five are included some comments on further reading and institutional profiles. Also included are a comprehensive select bibliography (p. 323-333) and notes on the contributors to this invaluable book.

Preparing Educational Materials. By N.D.C. Harris, (in) New Patterns of Learning Series. London: Croom Helm, 1979. £ 9.50.

This book is one of a series intended to provide readable introductions to trends and topics of current thinking in education. It highlights the need for a careful planning and preparation of all educational materials so as to assist and develop student learning. A teacher or a lecturer is thought of as taking on four roles:

- |                |                    |
|----------------|--------------------|
| (a) Composer.  | (c) Conductor and. |
| (b) Performer, | (d) Critic.        |

He designs and produces the learning materials, arranges and organises the learning experiences, teaches or delivers lectures and conducts discussions within the above mentioned roles. Also finally as a critic, he methodically assesses and evaluates his own designing and management of educational materials by using and making as bases the performance and reactions of students.

Lectures, tutorials and practical work have been the traditional methods of teaching but the contemporary changes, variations and alternatives that have developed, among others, are seminars, project work and the extensive use of a number of wide-ranging A.V. materials designed or produced to help the students learn, at their own pace, independently. The preparation of a range of learning experiences is described by the author, from individualized learning to group discussion, and from mere lecturing to A.V. media. Many chapters address the factors influencing the preparation of the learning situations and experiences. Process, purposes, assessment and the media as well as modes of learning are also included.

The author has, it seems as you proceed through the chapters, taken great pains to produce detailed suggestions for encouraging students active participation in the use of educational materials. This pragmatic approach makes the book an invaluable guide to all those who are engaged in all levels of higher and further education.

The book includes a well edited bibliography a fascinating explanation of terms as *glossary*, and a well constructed index , which are helpful tools for finding information in the book and for further reading.

Muslim Family Law: A Sourcebook. Keith Hodkinson. London: Croom-Helm, 1984. £ 14.95

One of the main difficulties faced in the study and teaching of Islamic Law is the dearth of accessible primary materials and the need of a source book has been keenly felt which is sufficiently made good by publication of this work under review.

The book is an up-to-date commentary of the Muslim family law of India and Pakistan. It presents a comprehensive selection of statutes, cases and other material which highlights the modern judicial thought, legislation and academic criticism in our post-independence periods.

It restricts itself solely to India and Pakistan and as such the book will be useful both as a companion to the student textbooks normally used in University courses and also as an independent work. It is based on materials as available to the author up to August, 1982. *Much critical and analytical material that seems to have been excised is compensated by a worth-while bibliography to point the reader in the right direction (pp-367-377)*, and which has been confined to English language works.



## NEWS AND VIEWS

At the main campus, activity abounds. The new Operations Building has been taken into use after handing over from the contractors. We hope that it will soon be housing the printing equipment being provided under UK/ODA aid. The printing department itself is already installed there, together with the Admissions and Mailing sections and the stock of course materials has also been transferred.

The new library building is also about to be taken into use. With the Institute of Educational Technology Building, which became operational in 1983, the University has now completed the construction of three key service buildings.

In the regions, the programme of setting up forty model study centres has begun. Three have already been established at Rawalpindi, Muzaffarabad and Mirpur. The latter was officially inaugurated by the President of Azad Kashmir in November. A further twenty-one are scheduled for equipping with the special storage units required and installation is about to begin.

The Vice-Chancellor has undertaken regional tours in all four provinces and these have provided valuable opportunities for meeting students and Regional Advisory Committees, as well for conferring with local bodies and officials.

As an additional stimulus and support to regional activity, a Committee for Students' Extra-Curricular Activities has been set up, with a member of the central academic staff as secretary/coordinator. The Committee is fostering debates, competitions, cultural visits and sporting activities among local student groups in order to promote a sense of community and fellowship within the student body of the University.

The Student Enquiry Cell has also been re-organised to cope more effectively with queries, requests and enquiries from existing students. This is very necessary in a nationwide institution like the AIOU and the re-organisation is intended to provide a fuller and more efficient service.

Regional academic activities have included two important sets of workshops. The first, those for the Post-Graduate Diploma in English Language Teaching were held at Lahore and Mardan, as well as Islamabad, in July and September. They proved to be very effective and popular among the college lecturer participants and a useful means of familiarising local academic communities about the University's advanced study programmes in this field.

The workshops for the MA courses in Educational Planning and Management also inform local administrators of the University's offerings in this significant area as well as providing the course participants themselves with essential seminars and case-study sessions with practising planners and administrators.

The University continues to attract the interest of educationists both within Pakistan and from overseas. Prominent among recent visitors was Dr. Mrs. F.M. Schoo, the Netherlands Minister for Overseas Development. She spent a day at the Campus discussing the University's women's education and rural programmes with the Vice-Chancellor and staff of the departments concerned. A specific purpose for her visit was to discuss the Women's Secondary Education programme which is to be funded by her Government to the extent of Rs. 8.1 million (₹ 465,000 approx.) — a major development and a very significant mark of confidence in the University and its capabilities.

Other recent visitors have included the following :

#### Asian Development Bank team on Secondary Science Education

The Asian Development Bank team on Secondary Science education visited Allama Iqbal Open University on November 21, 1984. The objective of the Mission was to have technical and professional discussions with the faculty staff in order to develop feasibility for the improvement of Science Education in Pakistan particularly for classes 6 - 12.

World Bank.

A World Bank mission on Population Education visited the University on 25th November, 1984 to discuss activities in this field.

#### UK/ODA Consultancies

The following UK/ODA consultants completed short-term assignments during 1984.

Mr. Francis Aprahamian Editing (two visits).

Messrs Twining, Mutch and Davies: Technical Education.

Mr. David Betts: Dairy Husbandry.

Messrs John Brown and James Macwilliams: Printing and Mailing Services.

Mr. Maurice Rolls: Agricultural Sciences.

Mr. Roy Hodges: Model Study Centre a-v equipment.

Mr. Michael Reid: Financial Systems.

**In addition, the University has the following long-term consultants in post:**

Mr. Oliver Hunt: KELT (Key English Language Teaching).

Dr. David Warr: FEPR (Functional Education Project for Rural Areas).

Mr. Leslie Cook: Non-broadcast media.

Mr. Alec Fleming: UKOU Distance-learning adviser.

#### Training and Workshops

The staff development programme has included the attendance by staff on courses or training attachments at : The London University/International Extension College course; The UK Open University and Bradford University. Broadcasting staff have also benefited from extensive training periods in Malaysia and South Korea, under UNDP. Several internal workshops have been held and the University has also acted as organising host for the following international workshops.

The National Training Workshop on Health and Nutrition Education at Primary Level sponsored by the UNESCO Regional Office, Bangkok. This was conducted in two phases. Phase I was a committee of Experts' meeting at the University from 7th-9th January, 1984. Phase II, National Training Workshop on Health and Nutrition Education at Primary Level, was also held at the University from 12-23rd February, 1984.

**USM Visitor :**

Dr. H.J. Ali Ahmad, Director of the Off-Campus Academic Programme, University of Science, Malaysia, visited the University from 19th-29th November, 1984, for a study programme sponsored by UNESCO.

The National Pilot Training Workshop on the Orientation of Teacher Education on the Learning Needs and Problems on Primary School Children was held from 17th March to 26th March, 1984 at the campus. It was sponsored by the Asian Programme of Educational Innovation for Development (APEID), Bangkok.

**From abroad.**

Prof. Dr. R. Jayagopal, Head of the Department of Adult and Continuing Education, University of Madras, India, is working on a project entitled Monitoring Aspects of Distance Education Programmes, particularly the correspondence Education Programmes in Third World countries. He wants to collect data on the built in devices for monitoring enrolment, learning, despatch of lesson packages and evaluation. His request for such information is addressed to all the Directors or Heads of Adult and Continuing Education in the Third World countries.

Prof. Maxine Dunfee, Executive Secretary, World Council for Curriculum and Instruction, Indiana University, Bloomington, U.S.A., has sent congratulations for accomplishing an important professional objective by publishing the Pakistan Journal of Distance Education. She has informed us that Dr. Alice Miel, of WCCI, has written a small article about the Journal which will appear in the WCCI News letter.

Prof. Dr. M. L. Van Herreweghe, Secretary General, World Association for Educational Research Gent., Belgium has also sent congratulations for providing a forum for distance learning by publishing the Journal. She has promised to publish in "Communications" our invitation asking WAER members to send research articles on any aspect of distance education to the Journal.

**DATA BANK :**

Some current facts and figures of Allama Iqbal Open University.

Established:	June, 1974.	
Course enrolment:	From 1975-Oct. 1984	378,500
	October 1984 Semester	46,334*
Courses:	Total offered from 1975-Oct. 1984 =	94
	October 1984 Semester	62

Fields of Study: (1) General Education:

	Levels	Full Credit	Half Credit	Total no. courses.
(i)	F.A. (Intermediate)	10	16	26
(ii)	B.A.	15	7	22
(iii)	M.A. (Language)*	4	—	4
(iv)	M.A. (EPM)**	9	—	9
	Total :	38	23	61

\* M.A. (Languages) were offered on Campus during 1979-80 but withdrawn thereafter.

\*\*EPM— Educational Planning and Management.

(2) Foundation Courses\*

- (i) Mathematics.
- (ii) Social Studies.
- (iii) General Science.
- (iv) Urdu.
- (v) English.

\*These Courses were offered in 1977-78, but withdrawn thereafter.

(3) Teacher Education:

- (i) Primary Teachers Orientation Course (PTOC) 1
- (ii) Primary Teacher Certificate (PTC) 1
- (iii) Certificate of Teaching (CT) 5
- (iv) Arabic Teachers orientation Course (ATOC) 1
- (v) Post-graduate Diploma in Eng. Language Teaching (ELT). 2

(4) Functional Courses on Campus (F.A Level)

- (i) Typewriting (Eng./Urdu) Elementary/Advanced.
- (ii) Shorthand (Eng./Urdu) Elementary/Advanced.

(5) Functional (Non-Credit):

(a) Agricultural Courses:

- (i) Vegetable-growing (Summer/Winter)
- (ii) Poultry farming.
- (iii) Tractor maintenance.
- (iv) Soil problems and their remedies.
- (v) Plant protection.

## (b) Arabic Courses:

- (i) Al-Arabi Sahlun.
- (ii) Certificate in Arabic. Discontinued.
- (iii) Diploma in Arabic. from 1981.
- (iv) Al-Lisan-ul-Arabi.

## (c) Daftri Urdu for Federal Govt. Officers: 1

## (6) Integrated Functional Education (IFE) Projects.

- (i) Daultala Project (1975-80)
- (ii) Samanhi Project (1980-83)
- (iii) Bhitshah Project (1980-83)
- (iv) Serai Nurang Project (1980-84)

## (7) Functional Education Project for Rural Area. (FEPR).

- (i) Basic functional courses: 3 (two test cycles).
- (ii) Basic functional courses (3rd test cycle) : 5

## Media Support:

- (i) Radio Programmes presented in Oct, 1984 Semester 363
- (ii) T.V. Programmes presented in Oct. 1984 Semester. 63

## Regional Services:

- (i) Regional Offices: 11
- (ii) Sub Regional Offices: 3
- (iii) Study Centres: 260
- (iv) Student-Tutor Ratio 40:1  
in Correspondence Groups.
- (v) Student-Study Centre Ratio. 35:1
- (vi) Library Centres 82



