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TO THE READER

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EDITORIAL

Ecological Imbalance and Degradation of the Environment

Nature is the art of God. The global canvas painted by the Creator is blessed with beautiful hilly range having thick green spots. The verdure belt of the forests and the rainbow hues of the flowers abundantly adorn our earth. The ever-green sites of grazing lands and the richness of flora and fauna are befitting settings of our soil. This natural nurturing and beautification of the earthen planet is going to be paralysed and parched by none but man himself who is supposed to be the real custodian of this earth—a master stroke of the Almighty. How thoughtless, callous and self-destructive is man, who deliberately destroys and demolishes the elements of thousands of years old heritage, which evidently support his life and lends colours, clangour and comfort to his very existence.

Indiscriminate cutting down of greeny and flourishing trees merely for commercial and domestic use, pilferage of precious wood, negligency towards the need for reforestation, scudding and scuffing over the saplings planted with great care and cost, throwing the rubbish rudishly all over the way, filling the atmosphere with the thick layer of smokes— are the solid factors which have contributed a lot towards the creation of ecological imbalance and degradation of the environment.

Unless we learn to respect nature in all its manifestations, to understand its importance in our lives, to cherish our trees and to give due recognition to the influence of clean and colourful environment, there will soon come a day when the damage to the Green Culture would be severe and irreversible. The tide of this destruction would surely sweep away all the natural beauties from the surface of the Global Village. And none, but we, the super-master of this earthen planet,

would be responsible solely for this decay, deterioration, demolition and destruction of Divine Beauty.

It is the prime period that we should act promptly, perfectly, painstakingly and pertinaciously to preserve this pageantry of Earth through making headway against the tide of tartarous trocar. We, the people of the world, specifically that of Third World, need to take immediate steps _____ in unison _____ to tackle the environmental problems and to eradicate the ecological hazards. We are, undoubtedly, required to develop and propogate the idea of a Green Culture _____ the very foundation of our existence on earth.

As such, learning to respect natural environment and realizing its importance in our lives will have to be made an integral part of Distance Education. A suitable syllabus to teach environmental management has to be developed and arrangements have to be made to train teachers in this discipline.

To educate and motivate the younger generation to participate in activities of maintaining and improving the quality of environment, curriculum has to be devised for the students and appropriate textbooks have to be made available to all concerned. Thus, through the process of Distance Education, we can teach our children as well as the masses the value of verdure belt of natural beauties and to inculcate in them the desire to nurture and care for these ecological elements _____ the basis of our survival on Earth.

Dr. Mahmudur Rehman
Editor

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EDUCATIONAL TECHNOLOGY WITH REFERENCE TO MULTI MEDIA APPROACH TO DISTANCE EDUCATION

by

Dr. Brij Bala*

The modern world is confronting two general problems which are not only affecting the pattern of life, but also inflicting their full impact on education. These two problems are called Information Explosion and the Population Explosion. For solving these problems, the open university system has been initiated with a view to augment opportunities for higher education and as an instrument of democratising education. The National Policy on Education (1986) clearly recognises the importance of the open university and distance learning and also the role of media. Referring to the media and educational technology, the policy documents observes: "Modern communication technologies have the potential to by-pass several stages and sequences in the process of development encountered in earlier decades. Both the constraints of time and distance at once become manageable".

Visualising an egalitarian democratic and socialistic system of education, it has rightly observed: "modern educational technology must reach out to the most distant areas all the most deprived sections of beneficiaries simultaneously with the areas of comparative affluence and ready availability".

Education technology in its global sense includes the entire process of the setting of goals, the continuous reforms of curriculum, the tryout of new methods and materials, the evaluation of the system as an integrated whole and resetting of goals on the basis of

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the findings out of evaluation and innovating. Today we live in a society in which world-wide innovations through electronic-media i.e. television, radio, audio and video cassettes, computers, satellites, films, projectors has become a common place. The emergence of new communication technology provides additional and useful channels for imparting education. This gives a boost to the distance education system which has now developed into an effective multi-media teaching-learning system. In fact distance teaching is basically a multi-media process, but most of distance education institutions rely on print material as a prime medium complemented or supplemented by other media. In this era of technological revolution the distance education systems need to outgrow this dependence on printed matter to become more efficient and effective. Mankind is at present in the midst of the Fourth Revolution i.e. Electric Media. The modern methods and materials must be developed and displayed in the field of education with the help of these media for providing efficient and effective learning experience.

Educational technology consists of all modern media, methods and materials and needs to be used in a well integrated manner of maximising the learning experiences of students at various levels. It implies a behavioural science approach in teaching and learning and makes use of relevant scientific and technological methods and principles developed in psychology, sociology, linguistics, communication and other related areas. It also seeks to incorporate the management concepts of cost effectiveness, systems approach and the efficient deployment and utilization of human as well as material resources. It helps in optimization of educational outcomes through the development application and evaluation of systems, methods and techniques in the field of teaching and learning. Educational technology is not the electronic media only, it is a part of the whole and one of the components that constitute educational technology. Traditional and non-projected aids like print media, materials, models, charts, financial boards, even radio slides, film strips, tranaparancies are important components of educational technology and in the developing countries like India these are the suitable tech-

nology, importance of which cannot be ignored for pedagogical purposes. Nevertheless, it has been found that print materials or texts, although the most commonly used medium, may not be the only or the perfect medium to impart information in a distance education system. This medium has its own limitation. This requires proper study skills, lacks teacher-learner and learner teacher interaction; passive participation of the learners, no immediate feedback from either side and it is difficult to provide individualised instructions through print media.

The trends toward innovations and improvements in teaching methods and efficient communication, towards individualisation of instruction and an effective learning system for the masses, indicate the significance of the electronic media and the distance education is turning increasingly to the use of it. Electronic media facilitate diverse learning objectives. The strength of non-print media are self-evident for both the distant teacher and the learner. These media contribute to the process of learning by developing learning activities, motivating learners, encouraging their participation and helping in individualised instructions. These media perform such functions which are exclusively possible by them only. So uniqueness is the most important characteristic of these media.

Radio

Due to its wide reach and pedagogical versatility, the radio is a major means of delivering knowledge to the students. Some characteristics such as easy accessibility, low capital investment and operating cost, effective thought promotion, easy production, direct instruction and feasible mode of learner-enrichment contribute to its potential.

Nevertheless, it has its own limitations such as non-flexible medium which is not suitable for all types of course materials, inadequately qualified personnel for producing worthwhile educational programmes, heterogenous audience and inadequate and inappropriate broadcast time

chunk. Some of these limitations or shortcomings of radio-broadcasts can be overcome by use of audio tapes and radio-vision.

Television

Television has been considered to be an effective medium for spreading education. Instructional television can bring with the teacher more elaborate illustrative material than any classroom teacher can possibly at hand. Further, as Bates point out it can make available to the learner those educational resources that would be difficult to provide in any other way". It can provide learners with useful resource material including coverage of complex industrial equipment, expensive experiments, drama, historical film, diverse geographical locations and interviews with famous personalities and experts. It has proved its effectiveness in teaching certain subjects such as Agriculture, Science, Geography, Oceanography, etc.

In spite of the numerous advantages such as flexibility, cost-effectiveness, stimulation, mass education, combination of audio and video components and higher quality of instruction, it has the disadvantages of pacing limited to one way communication, problem of being learning, poor accessibility and insufficient viewing conditions. But some developments in television as Indian National Satellite (INSAT) and video tapes have tried successfully to break the feeling of isolation among widely scattered communities and eliminate its crucial disadvantage of imposing a rigid time-schedule on its users. The Satellite provides opportunities for universal television and radio coverage within the country. More channels for both radio and television are possible because of the Satellite. It has enormous potential for education.

While the broadcasting media such as radio and television have tremendous potential, they can not stand on their own. Radio instruction and educational television must be properly backed up withprint and other

support. One of the most significant forces, influencing change in education in the present century, is the emergence of highly advanced communication technologies. reforms.

Computer

Computer is an important technology used in distance education. Computer technology has various uses for the distance education system. But the most effective factors are its instructional capacity and interactive capability. A computer can record, analyse and react to students responses, it can store and manipulate information on an extensive scale, can control and manage a wide variety of learning material, it can simultaneously cope with the learning requirements of many individuals and can by itself offer instruction to learners.

Tele-Conferencing

The use of teleconferencing to provide interaction among distant learners and between the teacher and the taught can play an important role in distance education system. Three main types of teleconferencing have been identified: (i) Audio teleconferencing. (ii) Video teleconferencing. (iii) Computer teleconferencing. Audio conferencing is the most commonly used technique in distance education institutions. It requires a multi-telephone line electronic switch or interconnection device called a 'bridge' to which the user can attach a wide variety of data transmission devices and telephone. The normal practice is to connect device per line into the bridge. Audio equipments, used with the bridge, are the usual handsets, headsets, speaker phones, radio-telephones and microphone speaker units. The potential of tele-conferencing as a viable educational medium is being experimented in institutions the world over including India too.

Videotex and Videodisc

These are the latest technologies which seem to offer tremendous potential for education though the opportunities of these media to serve distance education are yet to be fully realised. The greatest advantage of the Videodisc is its dense storage capacity. This interactive medium can provide educators with a highly effective delivery system for learning at a distance.

The use of videotex is still at an experimental stage, but it is believed that videotex system (such as Telidon) can be an educational medium in their own right with a potential to deliver educational material to any participant in the system. Although the use of new technology in the Indian context raises certain issues for educators to reflect upon, it also presents them with new opportunities for overcoming barriers of distance and time.

Choice of Media

Practically, every distance education expert calls for integration of media. Educational planners decide that media-print and non-print should be built into the curriculum in an inseparable fashion because different media serve different educational functions. The distance learner, to a great extent, is deprived of face to face interaction. Combined with the print medium, the non-print media can play an integrative role to compensate the absence of the normal teacher learner relationship which is lacking in distance education and provide for the varying needs of the learners. The additional media may bring certain levels of understanding that would not otherwise be possible.

The International Commission on Education (1973, p.151) has rightly observed: "Educational technology is not just apparatus to be clamped on to a conventional system, addition to, or multiplying traditional procedures. It can only be of value if it is really integrated into the entire system and if it leads us to rethink and renovate it".

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MASS MEDIA AND AGRICULTURE

by

DR. S.A. SHIRAZI*

I. PREVIEW

It is generally believed that about 70% of the population in Pakistan is directly or indirectly involved in farming. It is also believed that these farmers live in rural areas in small villages numbering more than 46,000.

Even the agricultural sector has always been receiving high priority in the national development plan because of its significant role and share in GDP, exports, foreign exchange earning and consuming a very high percentage of national labourer force.

On the production side, for the last many years, total as well as per acre yield of many crops has increased. Yet, it was noted that this yield per acre was far below the production potential of individual farms. A wide production gap of 50 to 80 percent has been reported in yield per acre recorded on progressive farms as compared with average farm (Muhammad, 1982). Some farmers have also been reported to be achieving double of the national average wheat yield. Various research station have also recorded four times the national average for various crops in Pakistan (Saleem, etal 1982).

This low yield on the average farm creates many socio-economic problems. McNamara (1973) while guiding attention in this direction, pointed out that,

"Within the rural areas the poverty problem revolves primarily around the low production

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of the millions of subsistence farms..."

McNamara closely related the poverty in developing countries with low production, which in turn was associated with small holdings. It is also well documented that small farmers are neglected throughout the developing world. The neglect has its origin in the psychological bias that the new farm technology is beyond their scope and resources. Therefore, to maximize the yield in the least possible time, emphasis has been focussed on large farmers with higher socio-economic status.

II. NEED FOR FARMERS EDUCATION

Almighty Allah has bestowed Pakistan with vast agricultural resources. Hardly one fourth of the total land available is under cultivation. Remaining three fourth is still awaiting exploitation for the benefit of millions. High yielding varieties of various crops have been developed (and imported also), and a very hard working farming community is available also.

However, literacy rate in Pakistan, especially in rural farming community is alarmingly low. The predominance of small holdings combined with a large rural population and low literacy rate makes the situation highly grave.

Although many institutions including universities, colleges and other Government and Non Government Agencies (NOG's) are working for the last many years to educate the farmers to raise the yield per acre. But their approach in most of the cases, has been academic rather than pragmatic. Literacy was considered an essential step before imparting professional education to the farmers.

Our agricultural field staff, which gets a chance to extend agricultural know-how to the farmers is really in a difficult situation to effectively disseminate the agricultural information to millions of farmers spread all over the country in more than 46,000 villages (the number of Agriculture Field Assistants in the country is

less than two thousands). The large number of field staff needed to meet the situation can be easily assessed.

Under the existing situation one can easily estimate the time needed for training an adequate number of Agricultural Officers and field staff. For the orientation and inservice training of present field staff at least a decade is required. Keeping in view the constant addition to the existing class of illiterate farmers (more than 3% per year), it is apprehended that by the time the present group of farmers is enlightened through the conventional system of education, a much more bigger group will come up with the same problem.

III. WHAT MASS MEDIA CAN DO IN THIS RESPECT?

We as a nation, cannot afford this loss of time nor the present trends of our population growth allow us to wait for such a long period. The only possible way left at our disposal, to educate/train our field staff as well as our farmer is the proper and effective use of mass media. By mass media we mean correspondence material, radio, TV and a variety of audiovisual aids, i.e. films, film strip, recorded cassettes, photographs, diagrams sketches and demonstrations.

It is now well established that mass media play an enormous role in communicating agricultural information. Its effects at the knowledge and awareness stage are more evident, but its importance at other stages of adoption of innovations is also very high (Rogers & Shoemaker 1971 and Lingamneni, 1981). Due to low literacy rate, less exposure and lack of relevance of the message its effect in the developing countries is not so evident but its impact and role even in these countries has been found effective and cannot be ignored (Rogers & Shoemaker 1971, Lingamneni 1981).

Mass media, especially radio has been reported as the major source of initial and/or additional farm information in many countries (Coombs & Ahmed 1978). Another important role of the mass media is its indirect effect that is, it can feed information through interper-

sonal channels (Schramm 1964, Rogers & Shoe-maker, 1971, Sundarajan et al 1978). This role of the mass media is very important for less developed countries, where there is greater likelihood that the information could be picked up and repeated to others thus reinforcing the media effect through interpersonal channels.

In general, mass media having the ability of transmitting sound and sight simultaneously, can provide clear visual and verbal presentation of the improved farm practices and techniques. This could easily be understood by the farmers within the comforts of their homes.

Studies in Brazil have shown that mass media exposure was associated with the adoption of farm practices (Fett, 1971). In India farm broadcast, radio forums and farm schools on-the-air, have been reported to be effective in awareness as well as changing the adoption behaviour of farmers positively (Sundarajan et al, 1978; Vijayara-gavan and Subramanyan, 1980). With the introduction of low cost transistor sets, farmers have been reported listening to the radio while ploughing their fields. Coombs and Ahmed (1978) have also reported the effective use of mass media in conjunction with other means, in the adoption of improved farm practices. Examples include the Ghana Cocoa Campaign in 1953-56, and Accion Cultural popular (ACPO) campaign in Columbia. In the former case Cocoa blight, was controlled successfully, whereas in the Columbian case, thousands of houses, bridges and laterines were constructed, animals vaccinated and trees planted as a result of these multi media campaigns. Coombs and Ahmed have also mentioned the success of the Office of the Rural Development (ORD) in South Korea, the Puebla Project in Mexico, coordinated farmers training programme in India and multi media education programme in the Philippines. Likewise, higher exposure to mass media, along with other factors, was found significantly associated with the adoption of dairy innovations in India (Sohi and Kherde (1980). Khan (1994) has reported "Karkeela" (Farm programme) of Radio Pakistan Peshawar as having played an unforgettable role in bringing awareness about agriculture and allied subjects. He further explained that of all the methods

and channels used so far by the extension wing of NWFP Department of Agriculture, this programme was known to be the most successful method in reaching rural masses with information on important agricultural topics.

Khan (1994) has also discussed such models/programmes from various other countries like Philipine, Sri Lanka, India, Indonesia and Malaysia and many others developed and launched successfully for the uplift of farmers communities.

IV SOME PRE-REQUISITS FOR EFFECTIVE USE OF MASS MEDIA

The major element for the communication process to be effective is understanding. Proper understanding and consequent action of the audience or farmer, his economic conditions, past experience, knowledge, status, habits, beliefs and values, and his communication channels and patterns, his social net works, and finally understanding of his problems and the means to solve them are vital elements in the process on the part of the communicator. This will help him design and deliver the message more effectively (Woods 1981, Shirazi, 1984). Also the message, its formate, channel and especially the broadcast time suitable for audience i.e. farmers and the credibility of the source helps to make the communication a success.

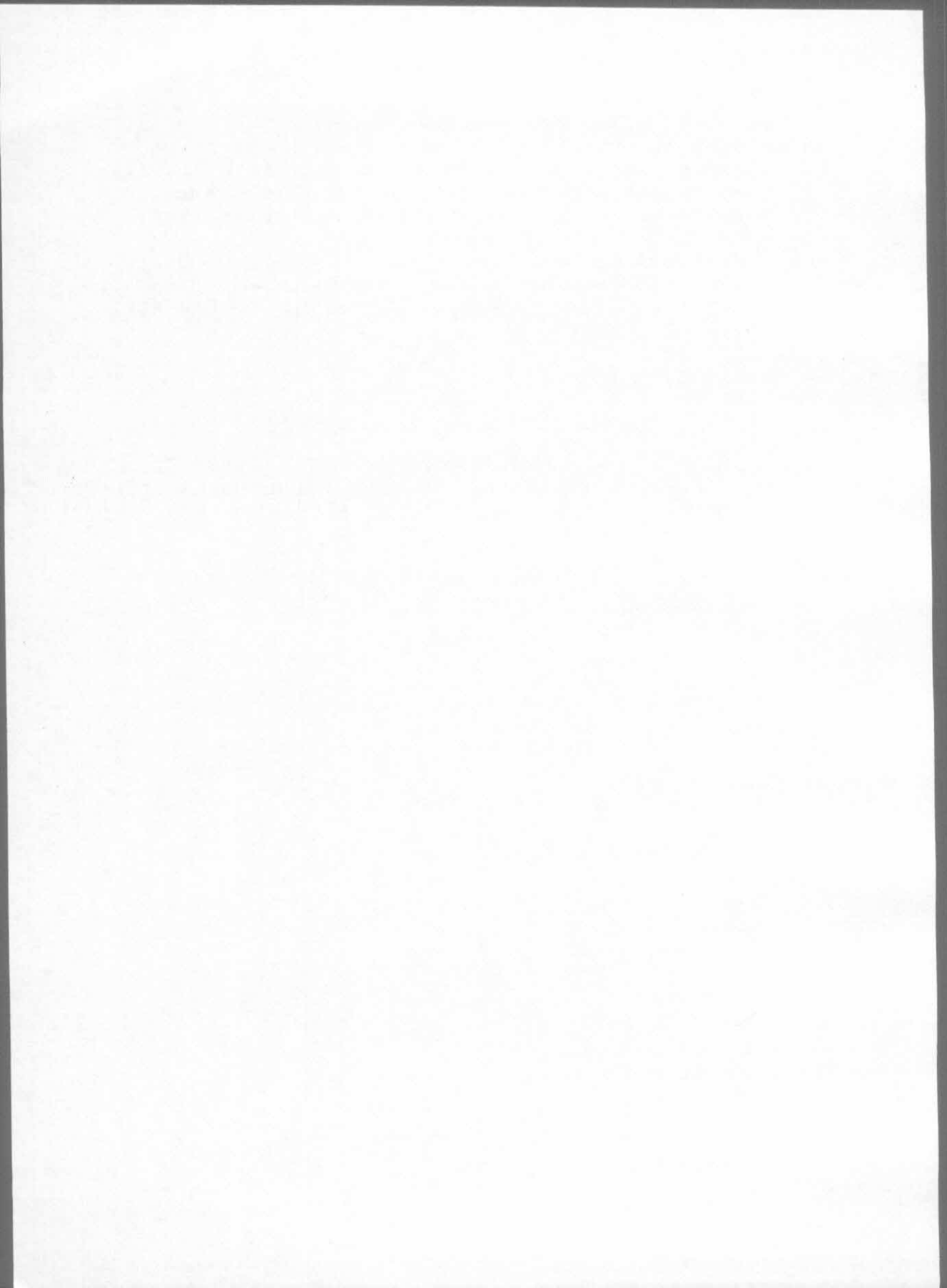
The understanding of the communicator, his message, purpose and implications are important on the part of the audience (Shirazi, 1984; Khan 1994).

The understanding on the part of the audience/farmers and consequently the effectiveness of the message can be enhanced by minimizing the use of professional language, scientific terms and jargons during the communication process. Instead the use of common language and signs promotes the understanding the effectiveness of the message (Woods 1981; Shirazi, 1984).

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Recognition of Prior Learning at Open Learning Institute of Hong Kong

by

Mirza J.S*

The recognition of prior learning at Open Learning Institute of Hong Kong (OLI) is considered to be one of the very important aspects of its business ethics and is deemed to be an inalienable right of the students which must be duly and rightfully rewarded. The OLI, ever since its inception in 1989, has been active in awarding recognition of prior learning. Currently, OLI has about 15,000 students enrolled for 85 courses leading to 19 degree qualifications offered by its 4 schools, and there is a good deal of credit award business going around at OLI. The OLI began awarding credits for prior learning to its students with an approach which was academically simple and sound: namely awarding the credits for those courses which have been completed previously elsewhere and which have matching courses in the intended OLI degree, as well as limited fixed number of general credits. The former credit award is called Specific Credit Transfer (SCT) and the latter, General Credit Transfer (GCT).

These credits are counted towards the total credits needed for the OLI degree. In 1993, OLI initiated another credit transfer scheme, namely the Block Credit Transfer (BCT), by which a block of credit whose size and identity is determined in accordance with the prior learning is awarded. The award of any credit transfer is not automatic on first registration; it requires a separate application with a clear mention of a single choice out of the following two credit transfer options:

1. Either both General and Specific Credits (G&SCT), or

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2. Block credits (BCT) only

In this paper the two credit award options which are given to the students for their prior learnings, are described in full and their strengths and weaknesses are discussed. Some rudimentary issues related to BCT are also identified. The discussion on these two award schemes will be focussed in respect of the degree programmes of OLI only and will not relate to the sub-degree programmes of OLI. Even though the underlying principles for these award schemes for degree and sub-degree programmes are the same, there are differences in details especially in eligibility criteria and sizes of awards.

General and Specific Credit Transfer (G&SCT)

As the name implies, in this scheme there are two separate awards, namely General Credit Transfer (GCT) award and Specific Credit Transfer (SCT) award which have been lumped together. The two component awards are indeed determined separately on different basis and then finally presented in a net G&SCT award. The general award or GCT provides exemptions in respect of those OLI schools, courses which can be freely chosen by the students across its schools, hence the name general award, while SCT provides exemptions against specific OLI courses compatible with prior learning. For the General and Specific Credit Transfer option, the eligibility criterion is any recognised post-A level completed qualification which may or may not relate directly to the intended OLI qualification; very recently Academic Board of OLI has given its approval that partially completed qualifications may also be considered for GCT awards. In case of irrelevance or prior qualification, an applicant gets General Credit award of 20 only and no specific credit award; if the Intended degree is Bachelor of General Studies then the GCT award is worth 40 credits. This GCT award reduces the total number of credits normally required for graduation by the same amount as the size of the award is. In fact, as said above, GCT provides exemption from doing free choice credits in the intended degree which every student is required to choose freely from any school. The number

of free choice credits for OLI degree programmes, except for General Studies, is 20. Free choice credits are chosen freely by the students from the entire stock of courses across the schools of OLI. The chosen course(s) may or may not relate with the intended programme.

If the applicant has studied some courses in his previous qualification which bear a strong resemblance with matching courses in applied-for OLI degree programme, then for those courses specific credit transfer i.e., SCT can also be granted over and above the GCT award. The SCT award is theoretically applicable to the courses at all levels: Foundation, Middle and Higher Level courses.

The award of G&SCT is restricted to 50% of the normal credit requirement of the intended degree. For instance if a degree requires successful completion of 120 credits for the award of the degree, then G&SCT award must not exceed 60 credits in this case. If it does exceed, because of larger SCT components choice may be provided to the student to choose his own combination of exempted credits with a limitation of 50%. The award of G&SCT have strong ethical and academic base.

Block Credit Transfer (BCT)

OLI has been lately implementing another scheme namely Block Credit Transfer (BCT) which is not devoid of complexities and some difference of opinions. This scheme accords credit awards to the students with prior tertiary qualifications which have been completed in recognised local or overseas institutions. The prior qualification is vetted for its worth in terms of its total credit value (TCV) which is exclusively determined on the basis of minimum number of equivalent full time academic years of the study; it has nothing to do with the intended OLI programme. Since the total credits a qualification can carry forward is called block, hence the name block credit transfer. The net credit award which may or may not equal the TCV of the qualification is determined by the compatibility of the prior qualification with the intended programme. The net BCT award, which like G&SCT award is also restricted to 50% of normal credit re-

quirement of the intended degree, reduces the credit requirement for the OLI degree by the size of the award and stipulates a top-up list of the courses for the remaining credits which the students must successfully complete. It is the principle(s) underlying the determination of the top-up list which gives it a distinct character from its predecessor G&SCT scheme, and which, author feels needs to be revisited.

Ethics of G&SCT and BCT

In G&SCT scheme exempting 20 free choice credits for any post-A level qualification i.e., GCT award is perfectly rational and is absolutely in line with the definition of free choice credits. Exempting specific OLI courses i.e., SCT against those courses which have been completed elsewhere in a completed and recognised A-Level qualification is also rational. Thus G&SCT scheme is very sound and logical.

In BCT scheme, however, there are infirmities which need to be addressed to. The most conspicuous one is the methodology of implementing top-up lists. Having decided the size of net BCT award in a certainly less aesthetic manner than in G&SCT, which is based on TCV and compatibility criterion, the principle of selecting a top-up list against a given BCT award stipulates to follow a more or less rigid progression or order as is given below:

First exempt the 20 free choice credits; then exempt foundation level course; then exempt matching middle level courses, if any*.

The principle is evidently based on an assumption that the intended programme is a vertically structured programme whose courses can be likened with the rungs of a ladder. This would mean that the foundation level courses should mandatorily act as prerequisites for the more complex middle level courses and so on and so forth.

*Note: the higher level courses code 3XX are out of bound in BCT scheme.

Thus, like a sequential progression according to this assumption it can be supposed that lower level courses would have been completed prior to joining upper level courses. The list-selection principle implies as though the categorization of courses in lower and upper levels for any programme must have followed the ladder approach; this may not be true in many programmes. Many upper level courses have no links with and do not require knowledge of lower level courses. There may be many cases in which students in their post-A level qualifications may have already completed OLI equivalent upper level courses including code 3XX courses, and yet may not have done enough of lower level OLI courses. They would be obviously disadvantaged by the top-up lists designed according to the above principle.

One conspicuous anomaly is that the two schemes mostly would result in different credit transfer awards for given inputs. For example, for a given applicant G&SCT award would grant exemptions in respect of courses which will have to be completed in the case of BCT award or vice versa.

One common factor in the two schemes which can irritate the awardees is the imposition of the limitation on the awards upto 50% of the normal credit requirements. That is even though more than half of the credits required in the intended degree may well have been covered sufficiently in previous learning the net award in either of the scheme will not surpass 50% of the total credit requirement. The cynicism of 50% limit is more acute in those situations where the previous learning happens to have been obtained from the same institution where the new learning and credit transfer award are sought from. Consider this: In any school of OLI there are more than one programmes available and all the programmes of a given school share many common courses. Thus, if two programmes X and Y have common courses worth, say, 80 credits, and both require 120 credits for completion of the programmes, then any ambitious student having completed programme X can proceed to complete programme Y by doing only extra 40 credits of programme Y. And later by topping a few more credits or perhaps

none, he may become entitled to programme Z award as well. Thus, if the limit of 50% is not imposed, one can go on amassing additional degrees with minimal efforts. The question will, however, remain why OLI does not accord recognition to the common courses of its own programmes X and Y beyond 50% limit and what is the rationale? If the reason is to prevent degree-grabbing with scant efforts so that the OLI degrees do not lose their values in the eyes of public, then it has to be sensibly rationalized; for whatever the effort, scant or otherwise, regulation of successfully completing 120 credits are fulfilled for both programmes X and Y. This is an issue OLI is now facing after coming of its age, and as time passes by it, will face an avalanche of RPL complaints unless it gives a convincing justification of 50% rule. The imposition of 50% rule makes sense in respect of preventing cheapening of the OLI degrees, but the logic needs to be driven home more convincingly.

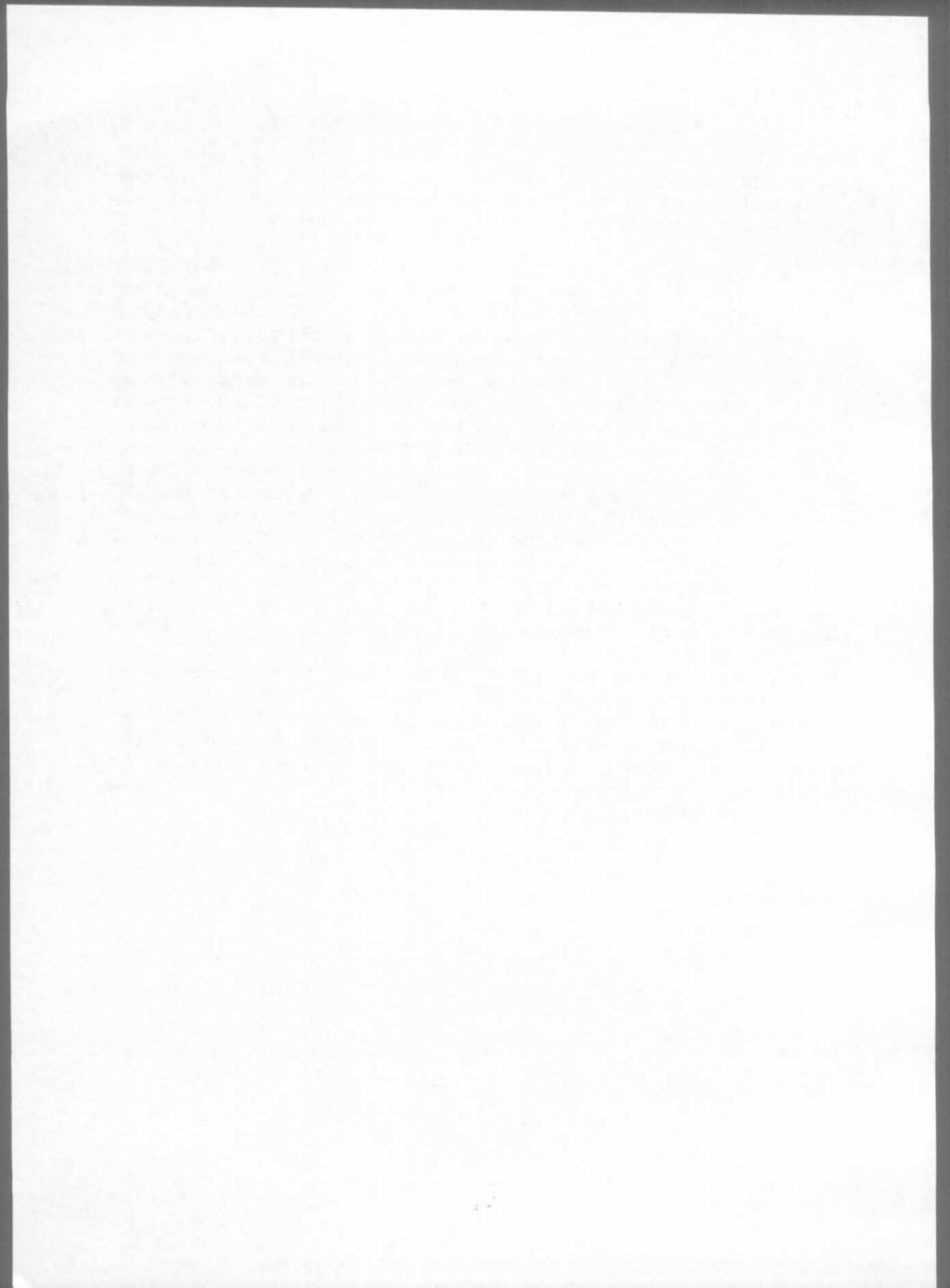
One way to appease the student who has accumulated enough extra credits ___ 40 in the above example ___ beyond his own registered programme X and has theoretically become entitled to programme Y award, notwithstanding 50% rule, is to reissue a new degree for programme X with updated list of courses. Thus in the above example, a student should be issued programme X degree as soon as he completes 120 credits of programme X. Later, when he contends for programme Y award by topping up extra 40 credits, he can be issued a new degree for the same programme X, for which he originally registered, but with the degree enlisting all the courses worth 160 credits.

Conclusion

This scribe feels that there is a clear need to have a singular well-defined, consistent and monolithic system instead of two, G&SCT and BCT schemes in relation to RPL across the institute, especially in view of ever-increasing collaboration with foreign institutions. G&SCT award scheme is very logical and indisputably sound while BCT, if it is to replace G&SCT or exist in parallel viably, needs to evolve to become rational. The evolving BCT strategy has been some reservations mostly due to the

size of the award and the principles of determination of top-up lists. This in turn may be due to a great number of varieties of prior learnings and the varied levels of their compatibility with the intended programmes.

Each school is, however, evolving its own BCT traditions. Very recently School of Business and Administration has adopted new sizes of BCT awards for unrelated tertiary level prior qualifications, which are 30 credits for "numerate" qualifications and 25 credits for "literate" qualifications. On the other hand, School of Science and Technology has a flat reward of 40 credits for unrelated post A-level qualifications. Also recently, School of Science and Technology has given its approval to a proposal from Applied Computing Programme to award BCT of 50% i.e. 60 credits for degree programmes and 80 credits for honours programmes to higher diploma holders in computing subjects from Technical Colleges. A similar situation in other schools may have resulted in different sizes of BCT awards. The BCT philosophy is continually evolving in each school of OLI independently, and there is a lack inter-school coordination. It is very desirable at this stage that not only intra-school, but inter-school consistency for sizes of BCT awards for unrelated qualifications be achieved. Also the principles of determining the top-up lists be rationalized. So far as the limitation of 50% rule is concerned, pressure from students to demolish the rule can be envisioned to escalate unless a convincing justification and a pleasing reward are offered.



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**Allama Iqbal Open University
Islamabad - Pakistan**

**The Role of Multimedia in Educating Low-Literate
Populations: Using the Technology to Promote
Health and Prevent Disease***

by

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Recently, we were talking with a high-level, experienced health educator who taught in an innercity university. She had developed risk communications programs for many populations, including the famed "hard-to-reach" groups we in the health professions see in academic hospitals and health departments, learn about in journals, and hear about so often in lectures. She is one of those experienced "salts"_____the sailors in faded clothes who had been around the world_____seen dragons and demons, and lived to tell about it.

When we mentioned that we developed computer-based interactive video health education programs for low-literate populations, she recoiled. "Such programs might work with upper-income individuals," she stated, "but probably would not work among the people in greatest need of health education programs (those 'hard-to-reach' populations)". We pointed out that these programs could easily mask the "computer" associations, placed in attractive kiosks which only show the screen and a simple input device; she was not convinced. She seemed skeptical when we said that, within the next decade, most people will be able to interact with and control the information they receive from their television. "It will still be impersonal," she thought aloud.

A personal touch can be helpful, but is it practical? Public health interventions have had to rely on mass communication methods to convey health risk and

*Courtesy: Mosaic: Research Notes Literacy, November 1993, Vol. 3, No. 3

Penn State College & Education, USA.

behavior change information. Researchers have shown that health professionals tend to rely on printed materials, such as brochures and handouts (Weiss et al., 1991). Not only are these materials often produced at reading levels far exceeding the target audience (Powers, 1988), they are usually very boring. Our target audiences have not reached those lofty boredom thresholds we have developed through our years of graduate school training.

In a thought-provoking article titled "Is There a Hard-To-Reach Audience?" Freimuth and Mettger (1990) suggest that health educators and communicators commonly_____and pejoratively_____equate low_____literate audiences with underdeveloped information processing skills, fatalism distrust of dominant institutions, and limited access to communication channels.

We agree with Freimuth and Mettger. We have observed that health professionals pay little attention to how people really learn, use the same information channels they were subjected to when learning their profession_____boring books and boring lectures. Low-literate populations we have worked with in our research at the Health Communications Research Laboratory tend to watch hours of television each day. Most have VCRs to enhance the entertainment value of their television. Their knowledge of television programs and their ability to glean information from television appears to be high, i.e., a television-literate population.

We believe that the equality and efficiency of health promotion, education, and intervention materials can be greatly enhanced through the use of advanced communication technologies. One of the most promising technologies for the public health field is interactive, computer-based multimedia. Many public health professionals have only recently become aware of this technology's potential benefits. The benefits of using interactive, computer-based multimedia in public health interventions are:

Instant data collect/feedback:

The multimedia system can collect and process data instantly, providing immediate, individualized feedback based on identified risk factors or other criteria.

Use of Familiar media:

Multimedia systems are uniquely able to match a variety of media (video, audio, text, illustrations) to best communicate health messages to individual participants.

Individually tailored presentation:

The computerized system is able to quickly adapt the multimedia presentation based on input provided by the participant, tailoring information to the participant's particular demographic, psychosocial, and health risk requirements.

Enhanced patient/physician communication:

Clinic-based multimedia systems can serve as liaison between patient and physician, providing electronic and/or printed inquiry questions for the patient to ask the doctor, and topics of concern to the patient that the physician can address during the examination.

An example of computer-based, interactive multimedia is Health Talk-a clinical nutrition education/diet modification system. Developed by the University of North Carolina at Chapel Hill's Health Communications Research Laboratory, Health Talk is one intervention module for "Cardiovascular Disease Nutrition Education for Low-Literacy Populations," a National Heart, Lung, and Blood Institute (NHLBI)-funded research study currently in progress at UNC's Department of Health Behavior and Health Education.

Health Talk uses a talk show metaphor to provide nutrition education to populations with limited reading skills. Health Talk viewers create personalized versions of the show by interacting with the show's host and guest experts. Health Talk has been designed to adapt to each viewer's eating habits and the role he/she has in meal planning and preparation by editing each show "on the fly"; that is, assembling the pertinent audio, video, and graphics sequences from the CD-ROM as needed for each viewer. The result is a seamless, full motion "talk show" that offers useful, compelling, and personal information for each viewer.

Health Talk moves beyond multimedia's traditional role as a cognitive skills tutor. In addition to educating viewers about their particular high-fat problem areas, Health Talk uses goal-setting techniques to help viewers modify their behavior. Instead of instructing a viewer to "do your best," Health Talk provides a list of specific goals based on information collected from the list that he/she feels most likely to reach. Health Talk then provides a series of tips for accomplishing each goal. Progress is measured in subsequent shows (which are then modified based on the degree of success/difficulty in reaching each goal).

A second intervention provides dietary assessment tools and coordinated education materials geared toward populations with low-literacy skills. The intervention will be administered by health counselors at the test sites. Researchers will conduct a formative evaluation of the two modules through focus groups and personal interviews to determine acceptability and comprehension by patients with limited reading abilities.

The study's second phase is a randomized trial, designed to test the ability of the innovative care modules to lower cholesterol and overall cardiovascular disease (CVD) risk in the study population. This phase's primary objectives include determining whether diet treatment programs that use the innovative care modules show a significant reduction in total cholesterol and overall CVD risk relative to standard care.

The study's third phase involves testing the nutrition education modules for feasibility in county health departments, worksites, and church settings. Results of the feasibility study will be used to design a dissemination strategy for county health departments.

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Allama Iqbal Open University
Islamabad - Pakistan

Computer Literacy for Academic and National Development: Role of Universities in Pakistan

by

Dr. Muhammad Daud Awan

Abstract

Literacy in its broader perspective is the ability to read and write in one's own native language and to use that ability. Computer literacy, however, is understanding the role and power of the computer and knowledge to use it by learning basic terminology and primary skills of computers. To make teachers computer-literate the knowledge of hard and software is an essential requirement. Its values and cultural implications have to be imparted to them as a growing knowledge. The present condition of computer literacy in the developing nations, like Pakistan, is in a state of unfancy and immaturity, which is causing great hinderance in the transformation of knowledge into new technologies. The National Education Policy of Pakistan 1992, envisaged that illetracy from the country should be wiped out, and at the same time computer literacy should be imparted making it a part of educational curricula for teachers and administrators, within a stipulated period of ten years. How this target could be achieved? This paper discusses various aspects for computer literacy with reference to university level computer education and computer literacy for university teachers, leading to national development in Pakistan.

Introduction

Like industrial revolution the invention of computer has freed the developed world from heavy manual, and arduous mental work. Computer has revolutionised information storing and retrieving processes. Computer provides personalised education service to learners. It reacts with learner's responses and analyses the problems. It offers instruction to learners independently. Computer is best for reinforcement or revision of any

work which has been studied in other ways. It is a store house of information and knowledge for students/researchers; a highly advanced communication technology and media for Tele conferencing, Videodisc and Videotex. This multi-media has removed the distance between the teacher and the taught. In the developed world conventional universities have started using distance education system by the use of this media.

In the twenty first century, the use of computer will enable the people to learn in accordance with the demands of time and place that would satisfy their needs and requirements. We, as a nation, are not living with the fast developing world. Information explosion through dish antennas and other channels of communication has increased the many challenges for us. We have to cope with the modern demands of technology. It is this fast developing media that is making our children more clever and knowledgeable than what we are today. There is not only a generation gap but that there is information gap too. Our academicians are a product of medieval technology like chalk board and chalk while the dish antenna children are living in the world of information technology¹, straight away.

The new information technology/computer is intrinsic to national development and has an unavoidable influence on national culture. It is regarded as a powerful set of new media of potential benefit to teaching and to learning. Both of these aspects constitute challenges which have to be met by a prepared plan/policy for education and for university education in particular. It is only then that computer technology can find its easy

¹There is a large overlap between computing studies and the study of Information Technology, but there are two significant differences: computing studies include the study of how the hardware and software work as well as how they are applied; and the study of Information Technology covers technologies such as fax or telephone which are not normally considered in any depth in computing studies courses.

way into higher streams of learning. How is that process to be organized? This educational development will take the rest of the nineteen or twentieth century before computers can be expected to be widely used in our classrooms. Here two particular issues stand out as relevant. These are the status of present university education in the field and the opportunities available for the academics in this area as users of this technology.

Current State of Higher Education In Computer Science:

The first computers in Pakistan were introduced by PIA for passenger flight reservations in 1960. This was IBM mainframe Computer. Computer education, however, could not be started earlier than 1967-69 when a Fortran Programme course was started by the University of Engineering & Technology, Lahore. There were 17 mainframes through out Pakistan at that time. In the eighties the computer spread like an epidemic, when it became a private business and computer training centres in the private sector came up like mushrooms. Now-a-days all the major cities have one or the other facility of computer education for the intending students.

Still the use of computers and the degree of computerisation in Pakistan is at the basic level. This could be attributed to the lack of qualified and skilled computer personnel. Education is an investment to reap its benefits always in future and our planners of the sixties and seventies seem to have not foreseen the real importance of computer technology and its usage. As a result most of our academicians in the universities are not able to utilize the technology, even if it is available, what to talk of educators at other levels. There are very few accredited institutes which impart training in computer technology. Standard software development is somewhat out of the reach of many computer professionals in the country. Computer education or education in informatics is yet not well organized in Pakistan. People want to know about computers as the technology has been introduced without making its educat-

ion accessible to common learner.

At present out of 22 public universities about twelve² are offering Post Graduate Diploma (PGD) courses BSc, BE and MSc courses in computer science through their own departments or through affiliated institutions. Every one has its own syllabus, and there seems to coordination and cooperation amongst them. None of them have computer literacy programmes for their academic staff, except short term training provided by various agencies in the country.

Being an open distance education institutions, Allama Iqbal Open University is offering some specific computer programmes and courses, which are mentioned here. The paras below provide a brief information of computer education given in the University.

Computer Education at Allama Iqbal Open University

The Department of Mathematics, Statistics and Computer Sciences, of the University, was established in 1988, in the Faculty of Basic and Applied Sciences, to develop distance education materials for courses in areas of Mathematics, Statistics and Computer Sciences and to launch these courses at Intermediate, degree and Post Graduate levels in order to enhance the knowledge of students before they go for higher studies in computer science. The department has 28 courses in offering. Twenty of these are computer science courses. The department in 1991/92 introduced two diploma (post intermediate) programmes namely: "(a) One year Diploma in Computer Applications (DCA) and (b) One year Diploma in Computer Maintenance (DCM) as independent programmes. Allama Iqbal Open University has not established its

²Allama Iqbal Open University, Quaid-e-Azam University, Islamabad, Karachi University, NED Engg. University, BCCI Fast affiliated with Karachi University, University of Peshawar, University of Engg. and Tech Lahore, Mehran Univ. of Engg. Tech, Jamshore, Bahauddin Zakaria University, Multan, and Gomal University Dera Ismail Khan.

laboratories for science and is using the laboratories of other institutions. Likewise it was not possible for the University to establish Computer Laboratories on its own. Therefore a collaboration to use their computer laboratories was sought with the Petroman which is an industrial training institution of the National Petro Chemical Industry PERAC, which functions under the Ministry of Production, Government of Pakistan and has Computer Science Laboratories almost in all the big cities of the country.

Diploma Programmes are primarily designed for persons presently employed and those who seek employment and/or higher degree, in the field of computer science. Since the start, around seven hundred people have graduated themselves for these diplomas. A degree level independent programme first of its nature in the country "**BA Computer Applications**" has been launched in 1994.

BSc In Computer Science has got approval of the Statutory Bodies of the University and will be offered in 1995. B.Sc Computer Science will be followed by M.Sc in Computer Science.

The department/university arbitrarily arranged one or two days course for its officials but has no permanent plan to make all academicians computer literate. The university has basically provided computer facilities to the servicing departments. It was the first university in the country to computerize its students records.

Computer Literacy for University Teachers

The quality of academic staff determines the quality of university education. The product of university teachers of calibre, in our environment, has at least three facets: mastery of one's subject, adequate knowledge of its allied disciplines and of appropriate research techniques; awareness and conformity to, the requirements of the academic career; knowledge, skill, and motivation to administer various components of the university system effectively and efficiently. The greatest shortcoming in our system of university education is recruitment of

university teachers. Most of them are recruited immediately after securing their Masters degrees³. "Like the traditional religious institutions of learning, modern universities in Pakistan have primarily performed a conservative role of transmitting the existing stock of knowledge through rote. Few universities can claim to have produced new technologies useful to the society. The output of university scholars in terms of standard scholarly works remains low. Pakistani universities have also not provided a stimulating environment for intellectual fermentation and debate⁴.

The university academicians learn with and about computers for four broad reasons:

- (1) as part of their general education;
- (2) to acquire vocationally relevant skills,
- (3) to assist the learning of other subjects; and
- (4) to assist in the development of general learning skills.

However, computing skills and knowledge could best be acquired by specialist courses for the academicians encompassing software applications.

A Scottish report of 1993 could be generalized to our setting, stating "Computing studies has developed from being a subject restricted to a very few pupils in some schools to the state where most secondary schools offer courses to pupils of all abilities at all stages. This change has occurred since 1982, in parallel with the growth of computing and information technology throughout society. It has involved the training of large number of teachers, the introduction of new courses, the development and acquisition of hardware and software, and the production of entire sets of teaching materials. At the same time, teachers have gained experience of teaching

³G.M. Khattak, Former Chairman UGC in UGC Report, 1990, p.v.

⁴Dr. Inayatullah The state vs universities in Pakistan, 1992.

with and about computers, and have developed views about the content and delivery of courses"⁵.

This is actually what is going to happen in our schools. Several boards of Secondary and Higher Secondary education have started computer course as an elective subject and pupils are taking these courses. The pass outs are making their way to the universities. Will our university academicians be well acquainted with further knowledge of course delivery to the needs of these students, or will they be apologizing for their incompetence?

Our universities are so called semi-autonomous, being part of the state structure and receiving state funds for their survival, and are somehow directly controlled by the state. The state so far seem to have not realized that the academic staff of the universities must be equipped with the knowledge of Information technology at the earliest.

The only group that could have brought pressure on the universities to evolve a well prepared plan/policy for computer literacy for the university academician was the academic community itself, such as Academic Staff Associations (ASAs), Federation of All Pakistan Universities Academic Staff Associations (FAPUASA) etc. But they seem to have not taken this issue seriously as well and kept themselves away from upgrading and updating their knowledge to cope the demand they may face. Therefore, the academician did not effectively exert themselves to transform universities into a force serving as a guide and critic of the society and have not shifted education from supply to demand oriented. They seem astonished when they hear about the opportunities and usage, computer offers to academicians, in the universities of the developed world.

If the academician don't react even now to update their knowledge, the demanding students and the funding

⁵Computing studies, The Scottish Office Education Department, 1993, p.1.

state will react, may be in the way the Bologna masters were dealt with. In Bologna university in Italy (before the establishment of universities in the west), masters were hired and paid by student, they were not allowed to repeat the contents of a previously delivered lecture, or else, they were fined a few Ducats. So was the case if they absented from the class or finished their lecture before period was over. One should not pause to state that if the academician will not come to the standard they will be replaced by information technology. There are clear evidences that "during the 70's, when inconvenient electronic data processing began to become the convenient computing of the 80's the attempts to replace the teacher were again in full flight"⁶. CBT (Computer Based Training and CBE (Computer Based Education) still hold promise for future. These could be the benchmarks of an evolution. A process which did not pull out the beards and strip the tweed of higher education in a dramatic form but is the most important change for academics since the tenure wars for academic freedom. These evolutionary transformations are being cited to underscore that the academic development of the masters has been the basis for the progress of knowledge and national development.

In the workshop, an attempt was made to define and conceptualize several disciplines and their current state of higher education with particular relevance to national development. We have followed the growth of computer science in the developed world. In the beginning, academician/researchers and administrators used the electronic data processing to ease their burdens. Soon the universities began studying about electronic data processing making it a legitimate area of intellectual inquiry. When the science of data processing discovered that information was a single component of what is now known as computing, the use and study of computers led to new ways of working with computers and soon, like the proverbial camel, the computer had taken charge of the educational tent. Today the computer has become the most common research tool across disciplines. The physicist

⁵NEVER TOO FAR, Vol.12, 1989, p.9.

plots the structure of elements while the humanist attempts to structure the elements of plots. Commonly faculty crunch their numbers, may store their references, most word process rather than write, and a few communicate almost totally via the computer: As a community worker it is used in traffic control and police investigation, in space journey, in record maintenance, in sports and games and almost in all aspects of a society. Surprising is the fact that most of those using the computer are non-technical in their relationship to it.

The skill needs of the computing industry are in a state of flux too. As a result, the appropriateness of existing graduate qualifications in computing is being seriously questioned. At international level our MSc in computer science is least accepted as equivalent.

Besides providing mainframe computers to 14 universities, the University Grants Commission had been providing admissions to some academicians for nine months diploma course run by PAEC's Computer Training Centre, Islamabad. It has also been granting on request some money to the stretched hands for a few days workshops. In all and on its own "the UGC had organised about half a dozen courses on computers to each the use of computers to administrative officers"⁷. It seems the UGC has not taken the issue seriously in a planned manner, which could benefit all academicians. The universities have themselves given a deaf ear to the spreading knowledge availability for their academics. Academy of Educational Planning and Management and Pakistan Computer Bureau,⁸ have also been concerned with the training of education planners and administrators in computer use in the country. But computer awareness to university academicians

⁷UGC Chief, in Datalog, 1992, p.11

⁸National Institute of Public Administration, Petroman Karachi, and some institutions through Pakistan are offering vocational training or continuing computer education for professionals. Individuals also go abroad for computer related education or those who go for PhDs do get a chance to use computers.

has not received due attention from the government or from other authorized bodies.

5. Recommendations for Computer Education For National Development

To enable the universities contribute towards initiating/furthering relevant development through education and research in computer science and to help the nation enter the 21st century with genuine preparedness, the following recommendations for general computer science education and for computer literacy for university academicians are made:

1. Some of issues which really need attention for general computer education in the universities are:
 - a) lack of teachers training for computer at all levels,
 - b) shortage of qualified personnel,
 - c) outdated second generation discarded hardware,
 - d) non-coordinated or standardized syllabus⁹.

The universities have to target a particular section of the population: for example a heavily research oriented university may decide that its intake of students should be drawn from the top 15% of the population. Higher education will in the future attract a great many more mature students. The requirements of the student population will change, in terms of the academic support required for the students. Students and employers would need to be impressed by the offering from a

⁹Even though a standard school-level curriculum for computer education at the level of secondary and higher secondary level has been adopted by the boards. The Peshawar Board was pioneer in this area.

university. There is the continuing challenge for the computer faculty to evaluate new methodologies, new languages, new packages, new hardware and new systems. New topic areas continue to appear, like human computer interaction, multimedia developments, formal methods, computer architecture, computer communications, real-time systems, software quality assurance, object-oriented design, system project management, high integrity and safety critical systems and business computing etc. Therefore Out Dated Computer Education should be replaced by updated, easily available and demand oriented one, so that it could be more attractive and beneficial. And our academicians have to attain appropriate competencies to get ready for this challenge, so that the computer education and the skills acquired by students who successfully complete the courses must be seen as being of benefit to students and the society, which will surely lead to national development.

2. A Joint effort is needed by the government, universities, professional bodies, and associations to improve the quality of education in general and quality of informatics education in specific. Academics need better terms and conditions as computer faculty. Computer science is facing dramatic uplifts and the faculty need updating of knowledge; to make the courses self sufficient; coor-

dination between the graduate absorbing market/industry (the industrialization required a highly sophisticated manpower) could be a well receiving effort; periodical conferences; workshop and seminars on computer education; will be an investment in the academics for better returns for the national development.

3. Government may stretch its helping hand by providing funds to introduce computers in the universities (as it has started Prime Minister's Programme for Promotion of Computer Literacy" at the national level); by constructing libraries containing latest information on the discipline; by

computerization of the different departments; by replacing of manual typewriters and easing the regulations for import of the hard and software and by subsidizing the prices for the academic use of computers. It is worth mentioning that the micro technology has reduced the price of computers as well as its size, mini and main frames are being replaced by PCs and Pcs by LAPTOP, Notebook and Palmtop computers which even can be used on board and with dry cells instead of electric power.

4. Academic Staff Development, UGC

National Academy of Higher Education (NAHE), UGC, Islamabad and Staff Development Programme of Allama Iqbal Open University have been providing opportunities of training and further education to university teachers but almost nothing in computer literacy for university teachers stand on the syllabus of these programmes.

In 1990, AIOU, and the UGC, with the collaboration of Unesco office, organized a national conference on organization and management of academic staff development units in the universities (ASDUs). A Central Academic Staff Development Unit (CASDU) at the NAHE was established and the author of this paper who worked as secretary to the conference was given assignment as "Director CASDU". A comprehensive plan and syllabus for nine month diploma (to replace NAHE course of 3-months duration for new university teachers) for university education was prepared and ASDUs of the universities were actively coming ahead to work for their staff development. In the syllabus for the diploma computer education has been placed very high, believing that teaching and research competencies are sharpened by the use of computer, pre-service or in-service. Moreover courses for senior academicians were also planned to be started. But unfortunately funds were not made available and the work is still pending. A post of Director Educational Development and Research was also advertised but then the Chairman, did

not process the applications for appointment. No tangible activity either by ASDUs or CASDU could have been initiated without funds. This work needs to be revitalized and ASDUs and CASDU should take it as a mission to properly train the university academicians for the challenges of the time to come. So that they can play due part in the national development.

5. The University Grants Commission in Pakistan has direct access to an international on-line data base system in USA through the Scientific Information Retrieval Network and a established computer network between five universities of the country.

It has now made international E-Mail facility available for universities as well. Now it is up to the individual academician and the universities to use this facility for their knowledge updating and for national development. Both of these facilities require computer literacy to benefit from them.

6. The FASPUSA should struggle for a crash programme by the UGC to make university academicians computer literate. It is sad to say that FAPUSA has not placed their updating of knowledge on their demand agenda even in 1994. Through the lines of their resolution there comes no demand to the authorities to eradicate computer illiteracy from amongst the university academics. This trend needs serious thoughts. If the academics themselves will not motivate themselves to be computer literacy who else will come forwards to asisst them.

Finally, it is to be made clear that the academics have to catch up and acquire the update knowledge of their disciplines and use of computers to enter consciously and safely in the next century, otherwise or else they will lag much behind.

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**Allama Iqbal Open University
Islamabad - Pakistan**

SKILL ORIENTATION THROUGH AIOU

by

S.A. Siraj*

Vast increase in enrolments, changes in the composition students population, proliferation of institutions and the birth of new educational technologies occurred since World War II. The emergence of Distance Education is one of the outcomes of these new changing environment. This took birth in Pakistan in 1974 with the establishment of Allama Iqbal Open University.

This university has adopted a set of educational objectives which commit it to identifying and developing skill oriented disciplines and encouraging its students to develop abilities to respond positively to changes in society. Keeping these objectives in view, the University has developed a great number of programmes and courses ranging from post literacy up to Ph.D. These programmes cater to the educational need of masses in diverse areas, upgrading their skills and developing better prospects for their future.

Today the pressing need of our society is to have its people oriented in skill education which the formal system, due to its own limitations, has not been able to promote and extend to the public at large. The realization of the magnitude led AIOU towards a solution. The University since its inception has acknowledged skill oriented courses. Important among them are computer science, technical and vocational courses, agriculture, library and information sciences, journalism, commerce and management skills and variety of programmes on pedagogical skills. The University is also planning to offer an "Open Tech Scheme" to enroll such children below age 15 who are working as apprentices/labourers in factories, auto workshops, restaurants and other work

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places as its students for courses in trades in which they are already employed. The over all purpose of the scheme is to formally acknowledge and accredit the vast amount of indigenous skill training that is already going on within the country, impart a sense of self respect and dignity of labour to these children against any misuse of their labour and to train their employers for treating them as learners and also to involve the private sector in technical and vocational education for the unemployed youth. Lets have a look at the already developed skill oriented programmes and their benefits for the people.

Computer Programmes

The University offers two diplomas in computer at post intermediate level in the areas of computer maintenance (DCM) and computer application (DCA). These programmes are taught through correspondence courses, television programmes and computer laboratories established primarily in eight regional campuses of the University. B.Sc. and M.Sc. computer programmes are in the pipeline.

Technical and Vocational Courses

The University has produced a number of technical and vocational courses to prepare individual to enter into industrial technical occupation. Technical and Vocational courses being offered are Basic electronics, Auto servicing, Auto mechanics, Electrical wiring, Maintenance and Repairing of house hold electrical appliances and Radio servicing. Study of these courses are based on text, face to face tutorials at technical training centres and polytechnics where students carry out practical work. Student learning activity workbooks for most of these skilled courses have been designed to check the practical work of the students assigned to him at home and study centre. These courses are also supported by television programmes which are available to students through broadcast and non-broadcast forms.

Commerce and Management Skill

AIOU's Commerce and Management education has been aimed at producing competent practitioners capable of performing well in the field of marketing, banking and secretarial. Its MBA programme is significantly unique in the sense that its wide variety of courses have been tailored up keeping in view of the needs of our society. This programme has a great attraction for personnel from banks, business community, Armed Forces, engineers, doctors etc.

Library Science Programme

The Department of Library and Information Sciences was established in 1985 to introduce specialized skills, attitude and knowledge of Library Science profession. Presently, the department offers a graduate and certificate programmes in Librarianship based on advanced techniques and modern method with greater use of computer and audio/video technology.

Pedagogical Skills

A number of programmes and courses on pedagogical skills such as PTC, PTOC, CT, B.Ed, M.Ed, Population Education, Special Education, Educational Planning and Management. Adult and Non-formal Education and courses on Educational Technology are the bread and butter of the AIOU. These courses ranging from oriented education at primary level to M.Phil are being offered through the innovative techniques, making them more professional and understandable. The University has adopted dimensional approaches for the teaching of pedagogical skills. These include workshops, self learning printed materials, tutorial meeting and the use of audio-video programmes.

Masters level programme on Educational Planning and Management and M.Phil programme of Adult and Non-formal Education are offered only in Pakistan by the AIOU. The Post-graduate Special Education Programme is one of the pioneer in this country. This programme has been aimed at providing training to the teachers of handicapped

students at a larger scale and making liaison with agencies and organizations working for an amelioration of handicapped persons.

Mass Communication Discipline

The AIOU has acknowledged the Mass Communication discipline since its inception and thus makes use of audio visual aids and self learning printed packages. This mass communicational techniques coin a special term for AIOU as "Media University".

The University offers a specialized graduate programme on Mass Communication first ever in Pakistan with the aims to prepare interested students for pursuing high level of professional and academic studies in Mass Communication research and help them gain awareness of the dynamic global changes as well as to prepare media practitioners on lines of modern journalistic skills.

The Post-graduate Mass Communication Programme is under the process of being produced. Certificate courses on Journalism, Advertising, Public Relations and Development Support Communication are also in the pipeline.

Agriculture Courses

Agriculture is the main stay of Pakistan's economy and principal occupation and resource lively-hood of great majority of population. The University has been offering agriculture courses on Dairy Farming, Farm Income Generation Skills, Farm Machinery, Oil Seed Crops, Fruit Production, Poultry Farming, Vegetable Growing, Soil Problems, Tractor its repair and Sheeps and Goats Husbandry. These courses have been aimed at:

- Helping farmers and rural communities to improve their everyday farming operation.
- Improving the level of knowledge and skill of field staff by drawing on latest research finding and expertise at the national and international levels.

Helping in adoption and diffusion of improved technology among the farming population.

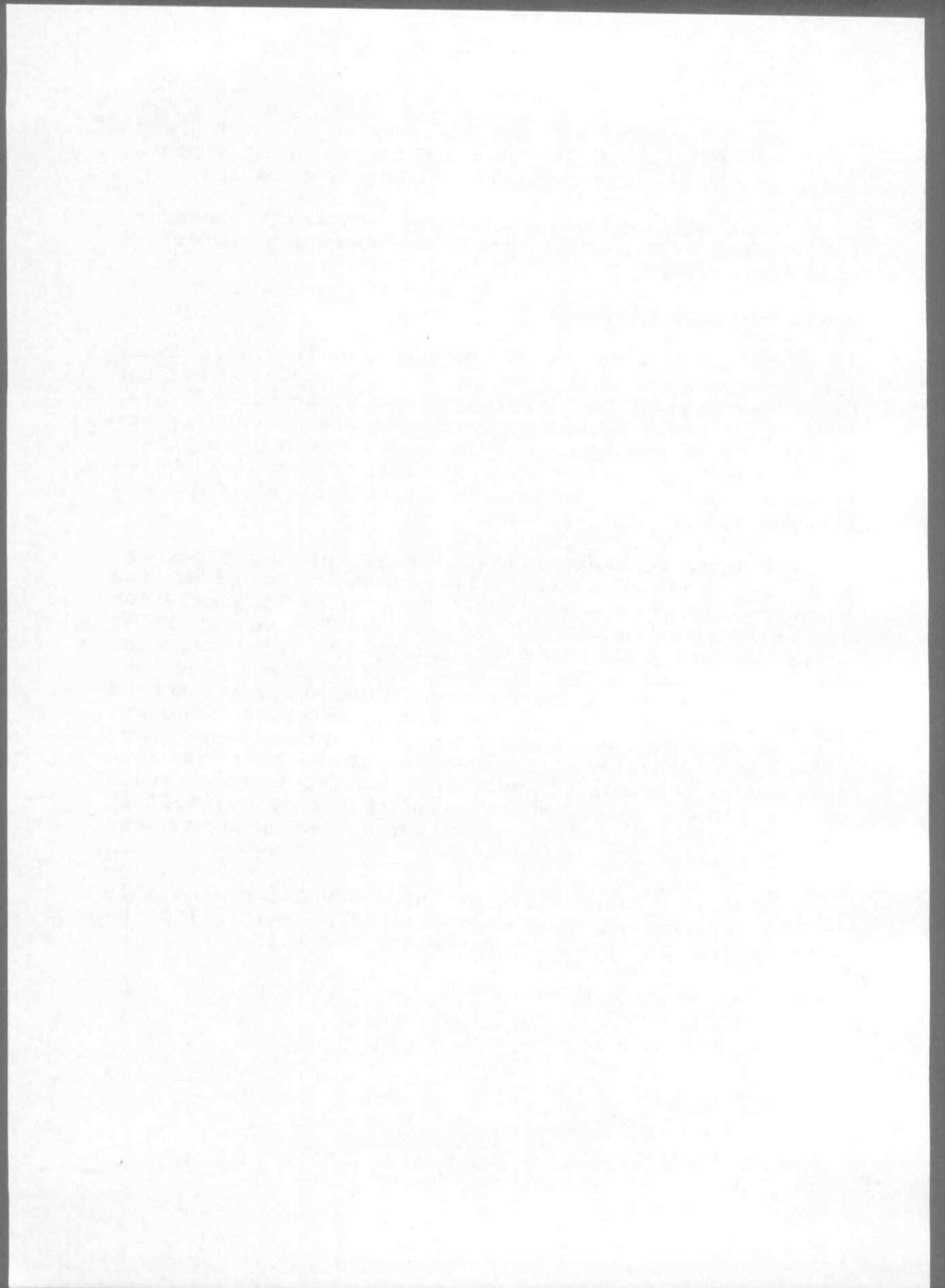
Teaching methodology of these courses is based on illustrated self instructional text books and supportive video programmes.

Basic Sciences Courses

The University has developed a multidisciplinary laboratory on the campus which is being utilized for the video teaching of basic sciences and technical courses. Presently, basic sciences courses of the University are at matric and intermediate levels. Courses on Environmental Study, Every-day Science, General Science for health workers and F.Sc. courses on Chemistry, Biology, and Physics are in the pipeline.

In order to have better insight of the students, AIOU has adopted video-tutorial method to cover the technical and laboratory work required particularly for the teaching of practical and skills. Let me put it in other words: "AIOU sends laboratory for skill oriented courses to the students home rather than have the students come to the laboratory." Video-tutorial method allows more flexibility in time, involves students working at time and location of their convenience. Home practical laboratory (video-tutorial method) is also allowed for students to avoid time wasting journey, study when and where they wish to do so that they can fulfill job, family and social commitment; and students can repeat observations as necessary.

AIOU also makes skill oriented education available to the interest of general masses, thus fulfilling the promise with the nation, "Education For All".



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An Approach to the Development Model of Regional Study Centres

by

Lim Yong-Joo*

Introduction

Since its inauguration on March 9, 1972, Korea Air and Correspondence University has made marked progress both quantitatively and qualitatively, as the most typical institute of distance education based on the ideal of life long education. It was designed to serve not only those who suffered lost opportunities for higher education on account of economic and personal reasons but for those who are already engaged in productive works.

In the span of 15 years, Korea Air and Correspondence University has developed into a fullfledged institute of higher education, enrolling 146,990 students in 13 departments. Including those who graduated from the junior college programs (before it became a five-year university), Korea Air and Correspondence University has produced 65,000 graduates. As they are engaged in productive works in various walks of life, Korea Air and Correspondence University is winning recognition. The rapid pace or progress has brought about a sharp increase in the demand for distance education. This rapid progress, however, confronted Korea Air and Correspondence University with an inexorable mandate to make a second leap in order to effectively cope with emerging challenges.

The university serves the general functions of equipping the constituents of society with necessary knowledge, skill and values, thus helping shape a desirable character. Therefore, it holds that the university should change its system in response to changes in the character of its clientele and environmental factors.

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In order for Korea Air and Correspondence University to remain responsive to the changing environment and perform its inherent functions in the context of life-long education, an attempt should be made to analyze problems presently facing it and explore viable alternatives, which will further its development.

Cognizant of the important role of organizational and operational systems in providing quality education, this paper attempts to examine the organizational structure of Korea Air and Correspondence University and its cooperative universities and to present models supporting its development.

Analysis of an Alternative Model

1. Need to Improve Teaching Method

As the university's name denotes, air and correspondence are the major media of instruction in distance higher education in Britain, Canada, Australia, and China in that it features primary dependence on these media. T.V. and radio are the major means of conveying messages, which are supplemented by class attendance, audio cassettes and video tapes and printed materials. Compared with its counterparts in other countries, distance education in Korea has unique problems as follows.

First, due to limited land space, the need for distance education is not so acute as in other countries. The value of dependence on broadcasting and communication media lies in removing geographical limitations. Korea is much smaller in size than other countries where distance education has prospered. The rapid expansion of road networks and the advance of transportation systems have brought the entire nation into a day's journey. With the establishment of regional study centres in 12 provinces, all students were brought within a two hour distance from the study centres or cooperative universities. Consequently, the necessity of relying on radio has lessened.

Second, another weakness of Korean distance education is that programs are aired late at night or early in

the morning. This provides its clientele with inconvenient access to programs. They are supposed to burn midnight oil or become an early bird. The ratio of those regularly listening to broadcast programs dropped from 70.92 percent in 1972 to 43 percent in 1977 and again to 31.2 percent in 1984. Considering that Korea Air and Correspondence University spends 1.8 billion per year to air programs on the radio, which accounts for 28.8 percent of its annual budget, this gradual shrinkage in the ratio can't but be viewed with apprehension.

Third, the proportion of full time students is increasing in response to larger numbers of youngsters seeking higher education. This also raises the proportion of college graduates to the total population. Among those who obtained a transferred entrance to Korea Air and Correspondence University in 1987, those who had obtained a bachelor's degree totalled 2,720. Its service for those who suffered lost opportunities for higher education due to age, economic reason or geographical factors is on the decline. It is therefore, essential that Korea Air and Correspondence University adapt itself to the changing climate as the government freezes the enrolment expansion of universities, and as an increasing number of each year's high school graduates applies for admission to Korea Air and Correspondence University. This trend will remain unabated in the years to come. With full-time students assuming a greater proportion of total students, a question may well be raised as to the value of continuing dependency on broadcasting media.

2. Characteristics of an Alternative Model

The starting point is that aired programs in Korea assume not so much an important dimension as those in other countries. In distance education, though, broadcast lectures through T.V. and radio form the major method of instruction with the exception of courses which attract few students. For the cost of airing programs, its effect is much lower. A logical step is to reduce the proportion of broadcast lectures in favour of audio cassettes or tapes and class attendance. Class attendance is an ideal alternative but its feasibility is limited unless

necessary physical facilities and space are secured for Korea Air and Correspondence University. The use of broadcast lectures should be limited to contents or subject units which fit into narrative explanation. In those instances which are not fit for broadcast lectures, dependence on class attendance or audio tape should be gradually increased. Considering that broadcast lectures serve all people both within and outside the educational system, the cost of leasing broadcasting facilities should go down.

In formulating a development strategy, three models are drawn on, namely; precedents, best feasible performance and the ratchet principle. 'Precedent' may be associated with stagnancy and 'best feasible performance' may be considered 'too idealistic'. 'Ratchet' may be favored over the other two, since it reflects an improvement over 'precedent'. Yet even this carries the connotation of 'conservative'. Therefore, we may be best served by a development strategy which is anchored to an ideal which can be pursued. The best feasible performance provides such a direction. Reducing broadcast lectures in the subject contents which are not fit for narrative explanation in favor of class attendance and audio tape is the best feasible alternative. It is important, however, to ensure that broadcast lectures be maintained at the minimal level, since going beyond this bound may result in depriving Korea Air and Correspondence University of its characteristic and laymen of the right to benefit from the broadcast. By and large, the general study programs of the first and second years are better conveyed by broadcasting media. This is because the general study program deals with fundamental contents which cut across all disciplines and are disseminated widely to serve people at large. The subjects which comprise the general study program are ideally fit for broadcast lectures. On the other hand, the learning of specialized subjects is more effective when audio tape or class instruction is used, since these allow for repetition and explication as need arises. Generally speaking, the broadcasting media have the effect of raising the intellectual standard of people at large.

In those countries where life long education is highly dependent on broadcasting media, there is a tendency to reduce broadcast lectures in favour of class instruction and on-site learning. J.S. Daniel quoted Bates' remarks in his thesis on "The Future of Distance Higher Education Institutes", he said, 'the broadcasting media such as radio and T.V. are not so much important. Nor are they likely to yield a breakthrough. Rather, audio cassette produced more effective learning.' In the case of British Open University, 50 percent of the students were found regularly listening to radio programs, as compared with 90 percent studying via audio cassettes. Pursuant to this phenomenon, British Open University reduced radio lectures from 28 hours per week in 1980 to 12 per week in 1983. In view of the worldwide trend and the unique reality of Korea, it is imperative that an alternative model be based on audio tape and face-to-face instruction, with the minimal treatment of broadcast lectures. As shown by Table.

Table-1 Utilization of Radio and Audio Cassette at Korea Air and Correspondence University

Years	Semester	Radio		Casse-		Total	
		lect. Sub-jects	%	ttes Sub-jects	%	Sub-jects	%
1983	1	81	100	0	0	81	100
	2	90	100	0	0	90	100
1984	1	110	93.2	8	6.8	118	100
	2	110	91.7	10	8.3	120	100
1985	1	119	79.4	29	19.3	150	98.7
	2	118	74.9	36	23.8	156	98.7
1986	1	117	65.8	59	33.1	178	98.9
	2	113	62.1	67	36.8	182	98.9
1987	1	114	57.2	83	41.7	197	98.9
	2	109	54.7	88	44.2	197	98.9

1, the use of radio lectures has been on the decline, while dependency on audio cassette is increasing since they were introduced in 1984.

Alternative Model

Along with the increasing tendency toward class-centred education in the development of an alternative model, the regional study centre and cooperative university are expected to play more vital roles in distance education. Students attending distance education are scattered across the nation and the university is far from meeting the minimum requirement of physical facilities for class instruction. Therefore, the alternative model is heavily reliant on cooperative universities and regional study centres. According to the way in which roles are distributed between the two, the alternative model is divided into three patterns.

1. Cooperative University-Centred Model

The cooperative university-centered model features a heavier reliance on the cooperative university in distance education. With the cooperative university playing a major educational role, Korea Air and Correspondence University is likely to lose the characteristics of life-long education and its retraining function, with the resultant consequence of jeopardizing its *raison d'être*. It may also overload the cooperative university beyond manageability. From a theoretical viewpoint, this model appears to be an ideal one, however, it can't be possible unless the system of higher education is changed so as to inspire cooperation among universities.

2. Mutually Cooperative Model

This model binds the regional study centre and the cooperative university in a mutually cooperative relationship. The former provides facilities for class instruction on weekdays (evening class) and weekends and this responsibility is passed to cooperative universities during vacation periods. Since the regional study centre has limited availability of educational facilities, class instruction applies to a limited number of courses and grade levels, and therefore results in a dependence on the cooperative university. Given this fact, the problem centers around that the cooperative university to make an

enthusiastic commitment to education for other students than its own. With the diversification of university roles in response to social transformation, the faculty members of cooperative universities have been overloaded with a variety of works. As their enthusiasm is fading, vacation programs more often than not involve part-time lecturers or assistants on behalf of professors. What is more, the cooperative university has been overburdened with a sharp increase in the number of its own students, the reinstatement of the entrance examination and the engagement in a variety of in service training programs. This accounts for its limited participation in vacation programs for students of Korea Air and Correspondence University.

The limited participation of students in vacation programs has much to do with the timing of class attendance. During summer or winter vacation, students are required to attend class instruction for five days. The time span of class attendance falls during an extreme hot or cold spell. With 94.9 percent of students employed, participation ratio is closely associated with the possibility of obtaining a leave of absence in time for class attendance.

The major inefficiency of heavy dependency on the cooperative university lies in the prohibitive cost of running the vacation programs. Korea Air and Correspondence University owes its rapid growth largely to the contribution of cooperative universities. In 1972, there were 22 cooperative universities. This number has risen to 50, for which Korea Air and Correspondence University pays W90 million per year which accounts for 10.2 percent of its annual budget.

3. Heavier Dependency on Regional Study Centres

This model draws on the educational role of regional study centres established in 12 provinces (and cities). It requires that the regional study centre be responsible for class instruction in all subject matters for all grade levels, evaluation of home assignment performances, and academic affairs related to supporting instruction.

The adoption of this model will hold Korea Air and Correspondence University responsible for policy-making, planning, coordination and evaluation. The cooperative university will have only to play a minor role supplementary to that of the regional study centre. With regional study centre playing the key role in instruction, this model will do much to decentralize the university's authority, reduce dependency on the cooperative university and encourage autonomous learning.

Given the value of drawing on the regional study centres, activating and enhancing their role is the most desirable approach. This enables Korea Air and Correspondence University to adapt itself to the changing climate and to improve the effectiveness of distance education. Another potential benefit of this model is that students have demonstrated willingness to make the best use of the regional study centre. Class instruction at the regional study centre registered 84.3 percent attendance in the second semester of 1986. Beginning with the first semester in 1986, the regional study centre offered part of the vacation programs. Students' reactions argue for the regional study centre's fullfledged role in vacation programs.

Assessing the relative merit of the educational role of regional study centres, this model is expected to provide a breakthrough for problems facing distance education today. Increased investment in the centre's facilities will pay off handsomely. The current expenditure totalling W2.1 billion per year (W900 million for the operation of cooperative universities and W1.8 billion for airing programs) leaves ample room to be trimmed and channeled into the regional study centres. The net increase in financial resources put into the regional study centre means a commensurate improvement in the capability of providing quality education.

Based on the demonstrated strength of the regional study centre, an alternative model should be developed, which enhances the effectiveness of distance education at large. To begin with, problems related to the operation of regional study centres needs to be addressed.

Status quo and Problems of Regional Study Centre

1. Status

The Act for the Establishment of Korea and Correspondence University was revised by Presidential Order 11421 promulgated on May 7, 1984 to authorize the establishment of regional study centres as a subsidiary component of Korea Air and Correspondence University. Each centre is staffed by director, one researcher, one assistant researcher, two administrators, two librarians, two building managers, one switchboard operator and one errand boy. With the authority delegated by Korea Air and Correspondence University, the centre provides class instruction, administrative services related to registration and admission, and counselling services regarding academic affairs. Besides the academic affairs, it cooperates with alumni associations and organizes and hosts self-learning, extra-curricular activities, athletic meetings and cultural events. Equipped with a library and copying machines, it provides facilities and services for learning. It makes V.T.R. programs available for those who don't have access to broadcast lecture.

2. Problems

Being of recent origin, the regional study centre has not developed fully and so is not capable of performing a variety of functions. It can't provide necessary facilities to accommodate all students attending class instruction on weekdays and weekends. To accommodate 15,000, the centre requires, at least, 4,950m² of building space. The existing regional study centre has an average building space less than 3,300m². To serve as a fullfledged educational centre on behalf of the main campus, it requires a equipped with these facilites. It can't qualify and is not comparable, by any standard, to the regional study centre of the British Open University which is equipped with even dormitories.

The shortage of staff members is another problem. As mentioned earlier, each centre which is responsible for the instruction of 15,000 is operated by a staff of less

than 15 including the director. Dividing the number of students by the number of staff members, each staff member is responsible for 1,000 students. This reality is brought into focus by looking at British Open University which holds a staff responsible for 20-25 students. The size of our staff is far from providing even a minimal service for an ever increasing number of students.

Financial problem can't go unmentioned. The regional centre is exclusively dependent on KACU for operational and miscellaneous costs. Its dependence strips it of any flexible implementation of budget. In the case of the British Open University, the regional study centres allocate 25 percent of its total budget. Given this criterion, the financial plight of the regional study centre is easily understandable. As the regional study centre increases its enrollment, financial problems will become more serious.

The Model of Regional Study Centre

1. Improvement of the Cooperative System

Korea Air and Correspondence University owes its rapid development to the inter-college cooperative system which provides unique strength to Korean higher education. While distance education derives its strength from the easiness of enlisting cooperation from other universities, there are limits to furthering development through dependency on other universities. Therefore, developing an alternative model directs due attention to a device that optimizes the relation of distance education with other universities. Among several ways to achieve this goal, autonomizing the regional study centre merits special attention. This accords top priority to meeting the faculty requirement. Faculty recruitment is such a task that should be promoted on an incremental basis in a long-term perspective. It may well go through the following procedure.

Step-1: Two full-time faculty members each in humanities and social sciences and natural sciences are required.

Step-2: 3-4 full-time faculty members for each area of study are recruited.

Step-3: Another full-time staff is added in each department to be responsible for instruction, monitoring self-directed learning and counseling services. The appointee will serve as the department head responsible for coordination with other universities in organizing programs. It is in Step-3 that the regional study centre is rid of its dependency on cooperative universities with the exception of inviting guest lecturers from them. At this stage, a cooperative faculty system is expected to provide a breakthrough.

2. Relation with the Main Campus

Korea Air and Correspondence University has its main campus located in Seoul and its outreaches in provinces. Having established its nationwide network, the logical step is to consider a functional relationship between the main campus and the regional study centre which will enhance the effectiveness of distance education. It may be well to hold the main campus responsible for planning, coordination and evaluation, administrative and financial supports and informational services, while regional study centres provide educational programs.

Concentration and decentralization of authority should be considered in relative terms. An ideal form of cooperation is effected by holding the central body responsible for policy formulation and local entities responsible for actual implementation, which in coordinated and evaluated by the former. Up to date, the operational mode of Korea Air and Correspondence University has featured a strong tendency to concentrate authority on its main campus. It is imperative that the authority be decentralized to regional study centres. It is imperative that the authority be decentralized to regional study centres. A plan to decentralize authority should be predicated on the premise that the regional

study centre be allowed a certain degree of autonomy for operation and given necessary supports for their efforts to meet the financial, personnel and facility requirements.

Alvin Toffler pointed out the past tendency to seek the centralization of authority, the aggrandisement of institute and materialistic orientation, and stressed the importance of efforts to decentralize authority, reduce the size of institutes and to create a humane climate in the future. The same holds true of Korea Air and Correspondence University. The time is ripe to decentralize authority, which gives regional study centres a full degree of autonomy in providing educational programs. A harmonious relation between the two will enable the latter to humanize the process of instruction, thus raising the effectiveness of distance education. Such a functional division is expected to make for an effective operation of a feedback mechanism. At the same time, an excessive degree of autonomy should be guarded against. The relationship between the main campus and regional study centres may be compared to that between centripetal and centrifugal forces. If the former is unproportionately strong, the cycling motion driven by the centrifugal force holds. In its reverse case, the cycling motion derails out of the track. Likewise, and excessively strong authority at the central level deprives the regional study centre of autonomy and spontaneity. Its reverse case weakens the leadership and planning and coordinating function of the main campus, with the resultant advent of anarchy. The harmonious relation of the two is effected by an appropriate mix of check and balance.

3. Facilities of the Regional Study Centre

(1) Facility and Space Requirement

In order for the regional study centre to serve as the entity of education, it should conduct class instruction on weekdays and weekends and provide vacation programs all across subject matters and grade levels. The students who cannot attend class instruction on weekdays

(or weekends) should be accommodated by vacation programs. Given the increasing demand for distance education, each regional study centre should provide a building space of, at least, 4,950m². The required building space is calculated as follows.

Calculation of the space requirement was based on the number of first year students. Of the total enrollment, 4,000 are in their first year. Supposing that 50 percent of them are found attending class at all times, a building space required to accommodate 2,000 students in 13 departments is calculated, as shown.

Besides the building space, the regional study centre must have adequate land space. A computer system which is presently under construction will bring the main campus and regional study centre under a single network of communication. This will put issuance of certificates, processing of test scores and other clerical books into automation.

Classrooms and Space Requirement

Space	Accom'd	Used for	Class rooms	Total space	Total accomm'd
330m ²	300	Large size for administration	2	660m ²	600
247.5m ²	200	Elementary education & law	2	495m ²	400
165m ²	150	Korean language, Home Affairs, & Agriculture	3	495m ²	450
99m ²	100	The remaining six departments	6	594m	600
Total		13 departments	13	2,244m	2,050

Supplementary Facilities

Used for	Space	Number	Total Space
Department offices	16.5m ²	13	247.5m ²
Material exhibition	330m ²	1	330m ²
Administration	115.5m ²	1	115.5m ²
Research rooms for faculty members	16.5m ²	13	214.5m ²
Computer room	66m ²	1	66m ²
Language lab.	66m ²	1	66m ²
Cafeteria & recreation	247.5m ²	1	247.5m ²
Faculty room	99m ²	1	99m ²
Total			1,386m²

Extra space: 1,320m²

Total space requirement: 4,950m²

(2) Expansion of Teaching Staff

Korea Air and Correspondence University enrolls as many as 150,000 students who are taught by 150 faculty members. A single teacher is responsible for a stunning number of 300 students. The shortage of teaching staff on the part of regional study centre is further aggravated by a massive 80 percent of the student population stationed at the main campus. A long-term plan should be formulated to meet the faculty requirement on an incremental basis. At the local level, another 3-4 administrative personnel need to be recruited to provide for the division of labor among accounting, academic affairs and property management. In addition, each regional study centre should recruit electronic data processing personnel. In-service training should be conducted as an on-going process which enhances their professional competency and sensitivity to their missions and working ethics.

(3) Increased Financing

The operational cost of regional study centre requires a substantial increase, if it is to break loose from the run-of-the mill and serve as a fullfledged facility for distance education. Budget allocation should reflect the characteristics of regional study centres.

In implementing budget, the regional study centre should be given a full degree of autonomy to be flexible according to situational demands.

VI. Conclusion

Over a short span of 15 years, Korea Air and Correspondence University was developed into a major institution of higher education, known for its distinguished role in quenching the thirst of thousands of youngsters for higher education, who might otherwise have burned important bridges to the future. Since its inauguration, Korea Air and Correspondence University has produced 65,000 graduates (including those who completed junior college courses before it was upgraded to university). As they form an impressive proportion of productive members of the workforce, Korea Air and Correspondence University is winning social recognition for its potential contribution to society. Korea Air and Correspondence University should not cease here. Not content with its present status, it should become more sophisticated in its ability for self-growth by enhancing the social relevance of educational programs. Implications of social relevance argue for sharpening the development edge of its programs. This is possible when Korea Air and Correspondence University retains nonformal and retraining functions based on the concept of life-long education. This, in turn, calls for massive encouragement and support to the development of the regional study centres which form the unique strength of Korea Air and Correspondence University. As Article 28 of the constitution stipulates the right to life long education, the government should consider policy measures to support the continuing development of Korea Air and Correspondence University which plays a key role in realizing the true

intent of life-long education. Support for distance education is considered in the context of its potential contribution to national development.

In this connection, it is worthwhile to quote from an IBRD report on education, which reads; "A nation's leap from an underdeveloped to developing and from the developing to developed stage is ultimately determined by the relative scale of educational investment."

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SOCIAL TRANSITION AND EDUCATION IN PAKISTAN

by

Dr. Muhammad Arif Zia*

Introduction

The closed social systems normally change with the spread of education and after having contact with the developed societies. Electronic media wherever available helps to bring over this change more rapidly. But, to understand the message of the media and feel its influence, certain level of education is a pre-requisite.

Education and Social Transition in Pakistan

At present Pakistan is under the increasing pressure of rapid population expansion growing at the annual rate of 3.1 percent. Presently, it has a population of 117.32 million which is expected to touch the figure of 150 million upto the year 2000 (Economic Survey 1991-92).

About 71 percent of the population live in 45000 villages scattered in the rural area. Most of the earning people are small farmers, tenants, share croppers, landless labourers and artisans serving the rural farmers on annual payment basis. The literacy rate which is 34.9 (estimated 1992) percent for the overall population of the country, slides down to 17.4 percent for the total rural area and 7.4 percent for rural females. The literacy rate among the agricultural workers is only 10.5 percent (Population census 1981). This enormous illiteracy of the agriculture sector has resulted in low agricultural output/yield per hectare. As a sequel to this situation, this sector contributes only 25 percent (Economic Survey 1991-92) to GDP against 71 percent of population directly or indirectly involved in agriculture.

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Present Social Composition

Pakistan has a highly stratified society which combined with social class system makes the social

structure quite complicated. No doubt per capita income has risen upto Rs.7000/- (US \$ 300), but the existing inequalities do not allow an equal share of benefits to the poor. Social stratification, caste system and unequal income distribution all seem more deeply entrenched in the rural sector. Occupational diversification is also to the minimum and the life is characterised by the predominance of the agricultural activities. Total population of working age i.e. 10 years and above is estimated at 78.25 million (Pakistan Economic Survey 1991-92), and it is increasing at the rate of 3.1 percent per annum. In contrast to this huge working population, employed labour force is limited to only 33.82 million i.e. less than 45 percent (Economic Survey 1991-92). The agriculture sector at present employs 16.52 million persons or 49.00 percent of the actual labour force out of which about 14 million are illiterate.

There is a wide disparity in the number of people working on various farm sizes and thus crucially affecting their income levels. About 51 percent of the farms are under 3.00 acres and they cover only 17 percent of the cultivated land. Nine percent of the farms are above 20 acres, but they cover 36 percent of the area (Economic Survey 1991-92).

About 40 to 50 percent of the rural population consists of landless people who work as share croppers, tenants and labourers. The centuries old domination of land owners has practically made the working class a kind of inferior race. In many cases it appears as they are some kind of sub-human creature evolved to serve the landed class. They have right neither to construct a house nor purchase as small a piece of land as 5 meter square to erect a hut for the family. They have been serving the landed group throughout the centuries without wages or payment in cash. However, they are allowed a specific quantity of food grains in cropping season.

facilities for their children. The second choice, of course, was medical facilities for women and children. It was opted by 33 percent females and 21 percent males. The third choice was technical education as it was selected by 19 percent females and 10.1 percent males.

In another similar question how they would use Rs.50,000/- if granted to them for the welfare of their children, the highest rate of responses was again in favour of education (57% females and 42% males). Here the second choice was technical education, which was opted by 24% females and 21% males. People increasingly becoming aware of the loss they have borne for ignoring education. In the same survey giving causes of prevalent illiteracy, most of them thought that it was due to overwhelming poverty which prevented people from going to school. The second major cause was the unpopularity of education.

It seems that like almost all other fashions education and many other innovative concepts and practices become popular and gradually, just as a fashion, gain ground in a social set up. This can be confirmed by the existence of chunks/groups of countries located close to each other, having very low or very high literacy rate, for example, Mali, Niger, Senegal, Mauritania on one side with very low literacy rate, and Malaysia, Thailand, Burma, Philippines on the other side with very high literacy rate. It seems either closely located countries learn from each other's experiences or get motivated by the progress of the neighbours and endeavour to compete.

This we also observe in our rural life where farmers as a tradition compete with each other in agricultural product and keeping best breed of cattle. Now they compete in sowing best cotton and wheat varieties.

It has also been observed that in educated families there is more demand for education. In another survey (Role of Education in Rural Development: Zia) of rural villages in Pakistan different significant at 01 level was found among the percentage of children attending school from educated families and from illiterate

families. The difference was more conspicuous among the girls.

With growing impact of forces penetrating into the rural social and economic life, as indicated earlier, there is growing demand for skill training and technical education. Survey conducted in 21 villages of Samahni valley (Need Assessment Survey, Samahni) showed that the villagers desired educational facilities, skill training programmes as sewing, midwifery, poultry farming, first aid, embroidery etc. They also desired melted roads, electricity, tube-wells, agricultural extension services, medical facilities, veterinary hospitals, post offices, schools, and colleges for their villages.

In another survey of 20 villages of federal area Islamabad, conducted by the Ministry of Education, Govt. of Pakistan (A Profile of 20 villages) 87.7 percent out of school youth selected education as their first choice from a list of four preferences. Giving rank order to different choices they awarded 1 to skill training and 2 to literacy. The existing phenomenal situation in respect of increased agricultural productivity, skill training and need for more and more education as already expressed, is the outcome of a complex of factors interacing with the changing socio-economic set up of the country.

New Social Struggle

Despite the existence of landed class and ruling groups endeavouring to safeguard their vested interests, education has helped the people to rise in social status. Birth and caste are slowly leaving ground for education. In urban life, it has already become a reality. But in rural life, a hot struggle is in operation as political leadership and judiciary still skew towards the caste, land and birth and the educated being small in number have really a hard time. They yet do not enjoy freedom of opinion. They do not have rights to purchase land (legally they have equal rights), construct a house and make alliances against the will of the land lords.

Education has opened a way out. As expressed

somewhere else, students from poor families, persuade their suppressed parents for moving to the urban slums as education does not teach them blind supervience of an illiterate, ill-mannered land holder only because he holds a large piece of land and he belongs to a so-called higher caste. (Role of Education in Rural Development, Zia.)

According to a survey the potential migrants to the urban areas are those who stand at the bottom of the rural income hierarchy and have no significant ties to their land. At present the 'pull factor' is not so strong as to absorb large quantities of redundant agricultural labour force, now out of work by the mechanized farming operation. The annual population growth of net internal migration during the inter censal period registered a rate of 5.2 percent for the urban areas as compared to 3 percent for over all population. Out of this 2.2 percent internal migrants only a very small segment succeeds in obtaining jobs in the modern sector of economy. Pressure is also mounting on the avenues of hired services as cottage and small scale industries, construction work, petty business and miscellaneous services (Training Needs for Rural Non-Farming Activities, Naveed Asif).

No doubt illiterate and subsistent farmers are never innovative, but they are gradually being influenced by the progressive group operating close to them. Now, they have started sharing the benefits of green revolution. Wheat yield has risen from 1431 KG per hectare in 76-77 to 1880 KG in 1991-92 (Economic Survey), rice from 1505 KG to 1593 KG, cotton from 233 KG to 734 KG and sugar cane from 37.5 tonnes to 39 tonnes. As a result they are breaking perpetual grip of borrowing from the big land owners. Now they comparatively feel free to express themselves, negotiate, buy and sell. Therefore, they are becoming increasingly independent.

Oil exploration in the Middle East countries opened a new venue of jobs and services for both skilled and non-skilled labour force of this country. Upto mid 1982-83 about 1,80,000 workers were remitting about 3 billion US dollors in foreign exchange. Imports on back visits to

country which include varied items of house hold appliances as washing machines, refrigerators, air-conditioners, TVs, VCR's, tape recorders, cars, tractors and other vehicles are in addition to the cash earnings. The earning emigrants have proved a hard blow for the traditional social system. Beautifully decorated houses, cars and all amenities of the life have fallen to the share of labour class. Many big land owners cannot even imagine these luxuries. That is why a large number of inter-class marriages have taken place. Foreign earnings have created a new group with abundance. Slowly the hold of landed class is decreasing and giving way to new middle level group of educated employees, emigrants and the middle level farmers.

Increasing Demand for Education

In almost all parts of the country, there is increasing demand for education both from adults and children. Motivating factors are easily discernable from the above discussion. Parents working in Western countries are highly influenced by the education system as well as zeal of the people for better education of their children. Areas from where migrants are working in Western countries are more eager to educate their offspring. A conspicuous example is Kashmir where enrolment ratio in respect of boys 5-9 age group is 93 percent against over all Pakistan ratio of 65 percent (June 1989-Pakistan Education Key Indicators - 1990). For lower Secondary schools, this ratio is 42 percent in Kashmir as compared to 31 percent for Pakistan. For Secondary Education, in Kashmir the ratio is 35 percent, but in Pakistan it is 24 percent. Similar differences exist in respect of female education. There is increasing demand for more educational institutions and basic amenities for the area.

The social imbalances created by the inflow of foreign earnings have motivated people-created a kind of envy to have better social status and more income. If they fail in getting visa or job permit they turn to education to be in better position for selection. As already indicated increasing under-employment and bare

unemployment are proving to be a constant pressure for more education. But as the studies indicate the unemployment reaches peak level in matriculates-10 years education (5 percent) and degree holders (4.7) respectively (Ghayur and Hashmi - Educated Unemployed). There is increasing demand for technical, vocational and professional education.

In an opinion survey of 1109 male adults conducted in Bhitshah area of Sindh (Need Assessment Survey, Bhitshah - AIOU) where most of the people are agriculturists, 54 percent of the respondents desired agricultural education, 24.0 sewing which is in much demand both inside and outside the country, 26 percent literacy, 15 percent carpet making, 20 percent radio servicing, 26 percent furniture making and 11 percent typing and electrical fitting.

In another survey of house wives conducted in 1990, 55 percent of the respondents favoured skilled work as the source for increasing income (Social Status of Rural Women - Zia).

The prevalent social milieu and the pressing demand of economic conditions, harnessing the need for such kind of education which is both productive and elevating for the individuals. It is functional in nature and can be put in immediate use at home, office and business. It is useful not only for both male and female but also for rural and urban people. It is equally available to illiterate masses as well as to the highly educated people.

Rapid population expansion has put barriers of merit and other restrictions which create estrangement between the natives of the same country. Formal system of education is limited by the number of seats available, funds (budget allocations) and the disciplines. There is also limitation of regular attendance. For meeting the expanding needs of the people with varied skill requirements a more open system of education is required.

As we witness, we as a nation lack the concept of

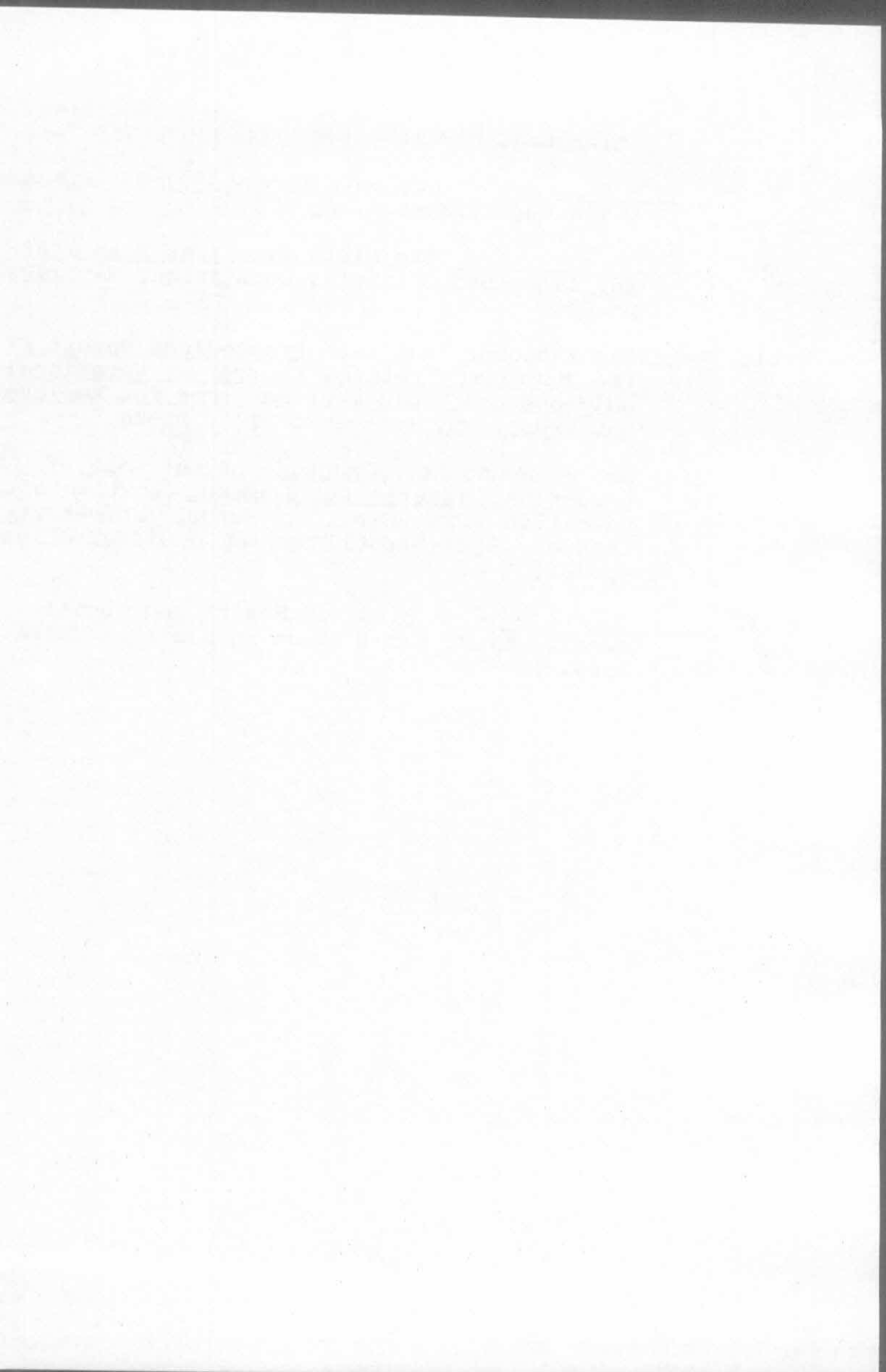
service to humanity. Our all business including education are devoid of this basic element. We are easily driven by the evil motives. Private sector can go a long way in serving the pressing educational needs of the people, but as it is already visible, an educational institution will turn up into a business concern. Although it will not possess all desirables but will have all undesirables.

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COMMUNICATION AT A DISTANCE

by

ABID KHAWAJA

This article explains the various communicative channels and techniques with special reference to the electronic media, as applied in the distance education system of the Allama Iqbal Open University.

The communication factor

Some abbreviation lover has expressed the concept of distance education in terms of three "Cs:" the clintele, the content and the communication. The quotation proves fairly true when viewed in the context of Allama Iqbal Open University. Here is an explanation.

The clintele of AIOU is different since the heterogeneous students comprise working people, job-seekers, womenfolk, semi-skilled workers engaged in technical and agricultural fields and even those who wish to acquire knowledge in some specific areas. The 'contents' (syllabus) appear to be different because the AIOU courses are mostly of applied nature. As regards 'communication' (the teaching-learning process), it is inherently different because there is no campus-based-system at the Open University. The teaching is therefore compensated by guidance and counselling, especially designed correspondence text and the electronic media.

Communication for whom?

The range and variety of AIOU courses is enormous. More than 350 courses have so far been offered. Intermediate and degree programmes are the most popular in terms of students enrolment. Another large area is the

*The writer is presently working as Deputy Director, Institute of Educational Technology, Allama Iqbal Open University, Islamabad (Pakistan).

discipline of teachers' trainings, PTOC and PTC in particular. Many people are also interested in the skill-oriented functional non-credit courses.

The AIOU's offerings are spread over from the basic level functional and literacy courses to the degree and post-graduate level programmes. The total number of students actually enrolled during the semester of autumn '94 exceeds one hundred and ten thousand. Thus such is the target of AIOU communication.

The appropriate media

Since Chalk and talk doesn't have relevance in the system, the University follows non-contiguous (non-personal) methods for the delivery of information. Selection of communication channels are made on the following criteria:

- * Lower cost per head;
- * Greater teaching effectiveness; and
- * Increased accessibility to students.

Commonly used channels at AIOU include the print media in the form of correspondence text (books); the supporting mass media (radio, television and the small media of audio and video cassettes and projected aids for individualized and group learnings) and the inter-personal medium of tutorial meetings and workshops. The use of multi-media has proved multi-beneficial in the teaching learning process.

The courses are self contained type. This means the learning material contains more or less everything the students are expected to learn without much bothering to consult other sources.

(i) The written words

The text books of AIOU may rightly be termed as "talking books" due to the unique style of written stuff and presentation. Written words are not substitute to lectures or notes. However this material improves the

knowledge and skills of the students in definable behavioural terms enabling them to describe, analyze and apply what they have read. The active learning is ensured through interactive techniques like self-assessment questions.

The self-explanatory text addresses the students in easy-going way so as to understand spoken language accompanied by illustrations and graphics for clarifications.

The basic level functional and literacy courses of AIOU rely heavily on teaching through illustrations and audio recordings termed as "audio-vision".

(ii) **Tutorial sessions**

A face-to-face tutorial session is like a touch of 'realism' painted on the abstract canvas of distance education in wilderness. These meetings are important source to establish contacts between the students and their tutors. This, in turn, helps meet the educational and psychological needs of the isolated students by providing them guidance and counselling and monitor their pace of work.

(iii) **Electronic media and technology**

The Common motives behind using media channels like radio, television and other audio-visual aids are: to explain and to provide evidence to syllabus contents. As regards specific tasks of the media they may vary from course to course depending upon the services that each medium can offer.

While a book covers the theoretical and analytical aspects of the course, the electronic media serves to verify them with the help of its presentational characteristics. Television for instance is used for the visual interpretations of the written words.

Allama Iqbal Open University has so far produced more than two thousand radio programmes, over four

hundred television programmes, and a substantial number of non-broadcast audio-visual cassettes and slide-tape presentations in support of its various courses.

For science and technical subjects, television and video cassettes are used to show demonstrations to substitute difficult experiments and industrial visits, etc.

For social sciences, various media including audio and video cassettes are used to supplement and enrich the course concepts through talks, discussions, case-studies and showing applications of principles mentioned in the text in real life environment.

For basic level functional courses for rural population instead of text books the 'audio-vision' technique becomes the core teaching material. For courses like literacy the media of television and video cassettes can assume the role of direct teaching at mass level.

In language and literature learning the skills of accentuation, pronunciation, language formats and pleasure of poetry also can be dispensed through actual or dramatized versions in audio or video programmes.

Similarly disciplines like psychology, sociology, child growth, and education for disable, where behaviour study is involved, edited version of lengthy case-studies are recommended for follow-up discussions and analysis. Again, teacher training clusters such as PTOC, PTC and B.Ed, video is used to show model pedagogic techniques and micro teachings. And, for subjects like earth sciences and arachaeology the projected slides, showing still pictures alongwith the recorded narration, has proved fairly effective.

The 'Open Tech' is a new vocational training scheme for teaching various trades and skills to the younger population of the country. Informal and flexible use of television will help improve the technical competencies of the viewers who might already be engaged in various workshops and trades, such as repair of automobiles and

electrical appliances and income generating skills.

AIOU Television

Television meets the obvious needs of home-based students by giving them vicarious experience from the scientific, technical and social fields. With the advent of PTV-2 our transmission has extended further. Besides our primary audience, the general masses and students of formal system also gain benefits through spin-off effect.

A few advantages of television are as under:

- Being a glamorous medium it can captivate the audience who watch the information with interest.
- Real world with real people and real happenings are shown which help fill the gap of theory and practice. Television support to AIOU agricultural, technical and income generating courses enhances the authenticity of the text.
- Television helps understand information which is too complex for written or spoken explanation. Examples include: natural phenomenon, scientific explanation and skills.
- Lengthy and complex experiences are shortened by compact editing. Examples include: behaviours and processes.
- Slow motion and speeded up demonstrations are possible.

AIOU Radio

Radio in our country has the widest outreach. It can be moved everywhere at homes and workplaces. Electricity is not essential. Being a medium of voice radio is more personal and intimate as compared to written text when the aim is to persuade and give arguments. For courses on

social studies, education, language and literature radio is used for verbal explanation, interviews and drills. Students hear voices of people about whom they had been reading in the books in subjects like community health, sociology and rural development.

Radio livens the written words of text and creates 'sound pictures' in the listeners' minds. The case-studies and experiences presented through documentaries are interpreted by the students in a more dynamic way.

Revision and improvements of learning materials is a routine work at the University campus. While it takes time to incorporate changes in the text, radio which is a quick medium is used to deliver new information. The regular feature 'Jamia Nama' on radio helps the AIOU staff at campus to keep contacts with thousands of students all over the country.

Video and audio cassettes

Specially designed, the video and audio cassettes provide the students a greater access through the stop-start controls. The multiple viewing and listening of cassettes makes room for more dense and serious information as well as explanation of complex concepts. This is not possible through the transient nature of one-chance and one-way radio and television broadcast. Accurate and standardized a/v materials are supplied to individuals and small groups who can proceed with convenient pace by using their analytical skills. This format is practised in teaching of languages, teacher's training and functional education. Facilities are also provided in the network of AIOU study centres established all over the country.

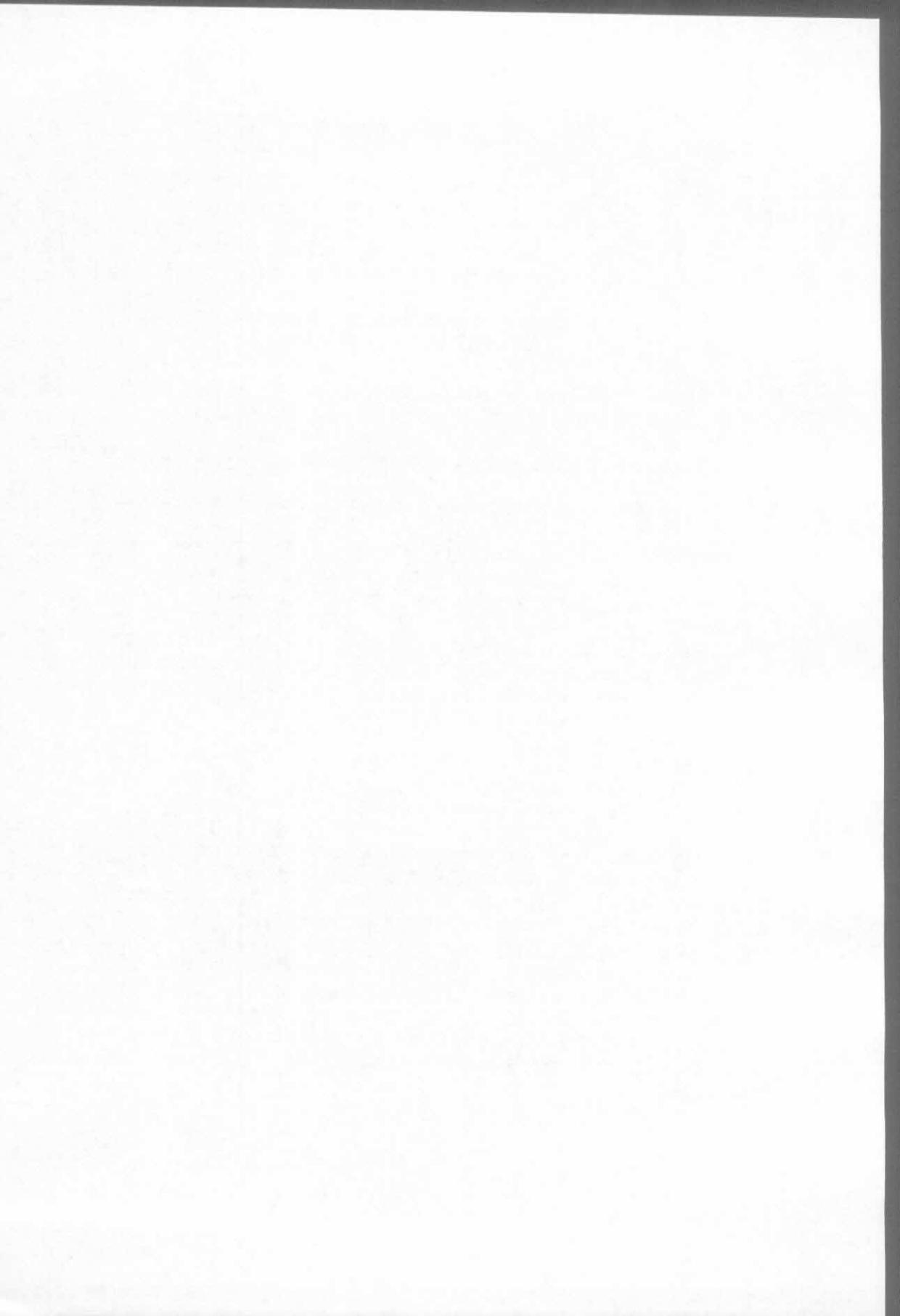
Summary

Following are some general advantages of using media:

- Information reaches to the diversified and heterogeneous students rapidly and simultaneously.
- Effective where text or tutorials cannot explain sufficiently.
- Promotion of AIOU programmes to attract new clientele.
- Presentations become standardized and interesting.
- Bridges the gap between home-study and real-life.
- Media access private homes. This helps reduce the feelings of isolation among the students who can actually see and hear their teachers.
- Prominent persons, scholars and subject specialists address the students. This unique opportunity may not be possible even at formal educational institutions.

Media overcomes illiteracy. This quality has a special significance to the courses aimed at village level participants.

Though very innovative and effective the media is certainly not a panacea to various educational needs. Some of the limitations of using media experienced at AIOU include: accessibility problems faced by the students, reluctance to accept media as an educational source because of its entertainment-oriented nature, high utilization cost, inability of broadcasts to give serious education and trainings, lack of orientation to use media by the students, non-permanent nature of media messages due to which broadcast cannot be used as reference material.



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distance education from both theoretical and policy perspectives and weighs its social status as against the conventional system of education which is going to be out-dated in the coming century.

The educationists associated with this way of education continuously come across a lot of problems involved in course designing and course writing. For them, Dr. Jose has paved the way through explaining analytically the deadlock on the one hand and suggesting solutions on the other.

This valuable work of Dr. Jose Chander fully focuses attention on the role of modern communication technology in distance education, assessing its application from an administrative point of view. The book examines in depth the various models of organising distance education in India, and thus provides ample insight into the merits of each model.

To sum up, Dr Jose Chander, explains in the book under review the growing importance of distance education. Starting with the concept, he touches upon such aspects like planning, course development, course presentation, teacher-student contact, use of communication media, organisational structure, student evaluation, student motivation, etc.

It is because of this authenticity of the subject that importance of the book has been enhanced to a great extent. In the words of Prof. G.Ram Reddy, Vice President Commonwealth of Learning, Canada, we can easily say;

"Policy makers and educators interested in distance education should find the book very useful in understanding this emerging system."

Dr. Mahmudur Rahman
Director
Official Language Project
AIU/Editor PJDE

Book Review

A thoughtprovoking poetic collection

Harfe Baryab

By

Iftihar Arif
PP.132; Price 120/= 1994.
Maktab-i-Daniyal,
2-Victoria Chamber,
Abdullah Haroon Road,
Karachi.

Poetry is the natural impression of any object' or event. Through its vividness it excites an involuntary movement of vision and passion. Poetry is the most emphatical language that can be found for those creations of the mind which ecstasy is very cunning in. Poetry puts a spirit of life and motion into the universe. It is strictly the language of the imagination, and the imagination is that faculty which represents objects, not as they are in themselves, but as they are moulded by other thoughts and feelings into an infinite variety of shapes and combinations of power. The light of poetry is not only a direct but also a reflected light, that while it shows us the object, throws a sparkling radiance all around it.

These international characteristics of poetry are vividly depicted in the domain of Urdu poetry which has stored priceless treasures of thought and wisdom, passion and rapture and delight and dedication of the human being. The Urdu poetry is remarkable for the expression of the inner most soul of man. The calm pathos which pervades makes it the sweetest poetry of the world. And this very sweetness of Urdu poetry is reflected in the poetic art of Iftikhar Arif.

His visions unfold the whole human destiny in a setting that is essentially oriented and as such exquisite. Undoubtedly he has painted pictures with colours

of human sentiments applied with bold yet delicate literary skill of a high order. His verse is melody, his technique sweet melancholy, and his works which are highly intellectual, are comparable with the works of contemporary poets of Urdu language. This peculiarity penetrates into Arif's poetry only because of his determination to divulge the thought in a different way.

Iftikhar Arif is a socially conscious poet who feels intensely for suffering humanity, but presents people with subjective and impressionistic imagery. His sympathy with the underdog and his intimate awareness of social problems do not seem to have aroused any poignant emotional conflict in him. His poetic sensibility is not torn by the restlessness of the modern world, and his vision is not perturbed by the complexities of modern society, though he does dwell on them. He is basically a poet of hope and faith in external values. This second book of Iftikhar's poems Harfe Baryab is an example of his intense emotional exuberance. He has created a significant world of his own. He is eloquently different from others, unmistakably unique in his attitude towards life, and that is why he could create a new tradition of forceful writings.

Iftikhar Arif is a powerful poet of this period. His poems are sweet, sonorous and melodious. He is a lyricist always giving expression to his personal experience with utmost sincerity, successfully transmuting it into universal artistic experience.

Arif started writing in the early seventies. During the last two and a half decades, only two collections of his impressive poems have so far been published. The pace of publication seems to be too slow. He should not content on his own following couplet and is required to continue publishing his other collections without further delay:

Outcome of my art is not abound,
Nothing could be gained on this ground.

Dr. Mahmudur Rahman
Director

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NEWS & VIEWS

By

ALTAF HUSSAIN MEMON

The feature "News & Views" is a regular series of most current events that take place in AIOU. These events are spread over a period of one year, beginning January 1, till the 31st December, 1994.

Three buildings which are under construction, and from part of providing more accomodation to various departments, are nearing to completion.

President of Islamic Republic of Pakistan/Chancellor

The AIOU received the President of Islamic Republic of Pakistan and its Chancellor, Sardar Farooq Ahmed Khan Leghari on April 5, 1994. The Vice-Chancellor, Dr. Muhammad Tariq Siddiqi, wellcomed the President and briefed him about the whole system of the Distance Education. The President expressed great appreciation and showed deep interest in the works done by the University. He met the Senior Professors/associate Professors and heads of the departments and exchanged views about the working of the system. He visited various departments, particularly the Institute of Educational Technology (IET), Library, Science Laboratory and other academic departments. The President expressed his keen desire to start Science Education on practical footing, from matriculation to higher levels with addition to computer science courses.

Gift of Science Equipments

M/s Summitomo Corporation of Japan has gifted Science Equipments worth Rs.5,00,000/= free of cost for use in projects, tutorials and workshops of the trainees.

Post Graduate Diploma Programme in Mass Communication

The Department of Mass Communication, Allama Iqbal Open University, planned to start a Post-Graduate Diploma Programme in Mass Communication which is likely to be launched in about a year's time.

Visits of Two British Educationists

A two-member official delegation of British educationists, comprising of Professor Eric Bolton, Institute of Education, University of London (Leader) and A.J. Rose, one of Her Majesty's Senior Inspectors for Education, visited the Allama Iqbal Open University, on January 27, 1994. The team exchanged views with the Vice-Chancellor, Senior Faculty members and Senior administrative staff of the University. The visiting team which is to assist the Ministry of Education, for educational reforms, will submit its report and recommendations of reform to the Govt. of Pakistan, after they have visited various institutions and policy making organisations of the country.

In reply to a question asked by the guests, whether the University could play a significant role in providing training to a massive number of primary teachers in case English was introduced at the primary level of education, Dr. Shaukat Ali Siddiqui, Professor of Education informed that the AIOU had all necessary expertise and infrastructure to launch such a programme, in case the Govt. of Pakistan assigned the task.

Delegation of Iranian Educationists

A four-member delegation of Iranian educationists led by Hojatul Islam Dr. Ahamdi member, Supreme Consultative Body of Iran and coordinator between the spiritual and academic leadership of the country, visited the Allama Iqbal Open University on February 9, 1994. Welcoming the guests, Professor Dr. Muhammad Siddique Shibli Dean, Faculty of Social Sciences recalled the close ties between this university and its Iranian counterpart "Payam-e-Noor" University. On behalf of the

Vice-Chancellor and the Faculty, Dr. Shibli assured to do every thing possible to strengthen the cooperation between the two universities.

Speaking on the occasion, the leader of the Iranian delegation Dr. Ahmadi said that he and his colleagues were extremely happy to visit this University which has been associated with the name of the great revolutionary poet-philosopher, Dr. Muhammad Iqbal. Dr. Ahmadi revealed that Iqbal's thought and poetic philosophy had a great impact on the Iranian Islamic revolution. He observed that quite in keeping with Iqbal's teachings, Iran was integrating modern knowledge and sciences with the teachings of Islam. He further added that special efforts were being made to eradicate the shameful evil of illiteracy from Iran. Dr. Ahmadi disclosed that the literacy rate which was only 55% at the time when monarchy was overthrown, has now reached 80%.

Spring Tree Planation

The Vice-Chancellor Prof. Javed Iqbal Syed inaugurated the spring tree planatation on the campus by planting a sapling of pear plant. A total of 1200 decoratory and fruit plants will be planted on the campus during the spring plantation.

Syed Hanif Sháh, Divisional Forest Officer, Social Forestory, Mansehra, has donated 1200 saplings of the following kind to the University:

Robinea saplings	100
Pear	100
Apple	50
Apricot	50

Visit of Dr. Buddhi Weerasinghe

Dr. Buddhi Weerasinghe, Director Educational Technology, Sri Lanka Open University who visited Allama

Iqbal Open University on March 7, 1994 and exchanged views with the Vice-Chancellor about the systems of open education in Sri Lanka and Pakistan. Dr. Buddhi Weerasinghe also visited various departments and institutes of AIOU.

Regional Coordinating Office of AIOU at Larkana

The Allama Iqbal Open University has established its Regional Coordinating Office at Larkana which has started functioning from April 16, 1994.

Appointment of New Vice-Chancellor

The President of Pakistan and Chancellor Allama Iqbal Open University, has been pleased to accept the resignation of Dr. M. Tariq Siddiqui, Vice-Chancellor AIOU at his own request. Having fully recognised and acknowledging the services of Dr. M. Tariq Siddiqui, he was relieved with effect from June 30, 1994.

The President of Pakistan/Chancellor, AIOU was also pleased to approve the name of Professor Javed Iqbal Syed, Senior most Dean, to officiate as Acting Vice-Chancellor.

Workshops/Seminars

MBA Workshop

The Department of Management Sciences arranged a weeklong workshop for MBA students of the second semester (Spring, 92) for Rawalpindi, Islamabad and surrounding areas from 9th to 17th April, 94 on the main campus of the University.

Workshop for M.Phil Islamic Studies

The Department of Arabic and Islamic Studies arranged a workshop for M.Phil Islamic Studies students started from 9th April, 1994 on the main campus of the University.

The following University teaching and administrative members visited UK and other countries:

Training, Seminars/Meetings Abroad

1.	Dr. M. Daud Awan Chairman, Maths, Statistics and Computer Sciences	UK Training under ODA Phase-IV Programme	U.K 6 weeks w.e.f. 21/1/94
2.	Mr. Nisar Ahmed Solangi Assistant Controller of Examinations, Examination Deptt.	-do-	U.K. 4 months w.e.f. 12/2/94
3.	Mr. Mehfooz Arshad Malik Assistant Controller of Examinations, Examination Department.	-do-	U.K. 4 months w.e.f. 12/2/94
4.	Mr. Iqbal Shah Lecturer, Education Department	-do-	U.K. 4 months w.e.f. 12/2/94
5.	Mrs. Nasira Aqeel Designer, BUESP	-do-	U.K. one month w.e.f. 18/2/94.
6.	Miss Bushra Shaheen Lecturer, Education Department	-do-	U.K. Four months w.e.f. 14/3/94.
7.	Mrs. Samina Awan Lecturer, Department of History, Sociology and Anthropology	-do-	U.K. Four months w.e.f. 1/4/94.

- | | | | |
|-----|--|---|---|
| 8. | Mrs. Razia Abbas
Director, BUESP | Regarding
functional
Literacy
Programme | 3 count-
ries i.e.
Ghana, Tan
zania, and
Zambabwe
14th April
to 18th
April "94. |
| 9. | Mr. Mujahid Nizami
Senior Producer,
I.E.T. | UK Train-
ing under
ODA Phase-iv
Programme | U.K 16 weeks
w.e.f.
18/7/94 to
3/11/94 |
| 10. | Miss Masooda Chaudhry
Senior Research Officer | UK Train-
ing under
ODA Phase-iv
Programme | U.K 4 weeks
w.e.f.
9/9/94 |
| 11. | Mr. Ali Asghar Hussnain | UK Train-
ing under
ODA Phase-iv
Programme | U.K 4 weeks
w.e.f.
9/9/94 |
| 12. | Mr. Iqbal Hussain
Research Assistant | UK Train-
ing under
ODA Phase-iv
Programme | U.K 4 weeks
w.e.f.
9/9/94 |
| 13. | Mrs. Shagufta Haroon | UK Train-
ing under
ODA Phase-iv
Programme | U.K 4 weeks
w.e.f.
9/9/94 |
| 14. | Miss Attiyia Qureshi | UK Train-
ing under
ODA Phase-iv
Programme | U.K 4 weeks
on
Distance
Educa-
tion w.e.f.
9/9/94 to
9/10/94 six
weeks on
women |

studies
w.e.f.
10/10/94 to
4/11/94.

15. Dr. M. Rashid

4 days
workshop
w.e.f.
25-28 July
1994 at
Indira
Gandhi
National
Open Uni-
versity New
Delhi, India

16. Mr. A.J. Qazi

2-23 Sep:
'94 UNESCO
Study Visit
and Inter-
national
seminar on
Distance
Education
and Open
Learning
at Austra-
lia.

17. Mr. Noshad Khan

UK for
Phd 15
September.

Training/Participation of the AIOU
Employees within the Country

<u>Sr. No.</u>	<u>Name and Designation</u>	<u>Subject and Duration</u>
1.	Mr. M. Asghar SG Accountant	Course on Word Processing One week w.e.f. 19/2/94
2.	Mr. Saeed Akhter Stenotypist	-do-
3.	Mr. Ghulam Abbas Shah Stenotypist	-do-
4.	Mr. Anwar H. Shah Stenotypist	-do-
5.	Dr. M. Tufail Hashmi Director, IAIS, AIOU	National Workshop on Coordination and Promotion of Research in Islamic Studies and Arabic 25-29 June, 94 at Bara Gali Hazara.
6.	Mr. Iqbal Hussain Research Associate	Operations Research and quantitative Techniques course From 28th March to 22nd May, 94.
7.	Dr. Nisar A. Qureshi Associate Professor	To Teach a course on "Pakistan Literate to the students of M.Sc at National Institute of Pakistan Studies at Quaid-e-Azam University twice a week for 1 1/2 hour's duration.
8.	Pervaz Awan Stenographer	Course on Spread Sheet Analysis (Lotus 123 w.e.f. 19/6/94.

- | | | |
|-----|---------------------------------------|---|
| 9. | Mr. Shahid Jamil
Asstt. Programmer | One Month Computer
training system analyst
& Design w.e.f. 18/9/94 at
Pakistan. |
| 10. | Mrs. Nuzhat Haider | 78 National in services
training course on Main-
power and Planning Develop-
ment from 12-29 September,
1994. |
| 11. | Zulkaif Ahmed | 12th Common Wealth Minister
to be held in Pakistan
w.e.f. 27 November, 1994 to
18th December, 1994. |

Cleanliness Week

Our Holy Prophet (Peace be Upon Him) has described the cleanliness as half of the Faith. As Muslim we are dutibound to keep ourselves, our homes, our offices, our streets and sections clean. It is our basic duty as well as religious responsibility. These views were expressed by Prof. Javed Iqbal Syed, Vice-Chancellor, Allama Iqbal Open University, while inaugurating the cleanliness week through sweeping himself in the premises of AIOU. He also stressed upon the idea that cleanliness should not be confined to any scheduled week or celebration, but it should be continued permanently.

MBA Workshop

The Department of Management science arranged a group workshop for MBA students of the first semester (Spring, 94) for Rawalpindi/Islamabad and adjoining areas from 9th October to 27th October, 1994 on the main campus of Allama Iqbal Open University

National Workshop for Teachers of Visual Impaired and Hearing Impaired Children at AIOU

Dr. Sher Afghan Khan Niazi, Federal Minister for Social Welfare and Special Education inaugurated the

ceremony of the National Workshop for teachers of visual impaired and hearing impaired children at Allama Iqbal Open University.

Addressing at the occasion, the Federal Minister said that for the last so many year's education and health have been badly ignored in our national budgets. He told that the present Government has made respectively 64% and 114% increase in the budget for education and health for the current year. Dr. Sher Afgan Khan Niazi told that the civilized nations of the world have started looking to the needs of the handicapped people some 100 years ago. He appreciated the role of Allama Iqbal Open University in developing post-graduate and master level programmes in Special Education. The Minister told that his Ministry has, for the first time, devised a comprehensive policy for social welfare. He further disclosed that a foot-proof system for maintaing transparent accounts of the funds received from foreign sources and their best utilization has been devised by the Minister.

Earlier speaking on the occasion, the Vice-Chancellor, Professor Javed Iqbal Syed remarked that our programmes in the field of Special Educations have assumed the status of a model within Pakistan as well as in foreign countries. He told that in our courses of Special Education we have included the latest-experiments and researches made in the field the world over. In this way, our university no longer remains confined within its four walls or national boundaries. On the other hand it has assumed an international character, the Vice-Chancellor observed that our system has an in-built potential to accept big challenges. It has the capacity to fill the gap left over by traditional system of education. It is the beauty of the system of distance education that it not only carries the opportunities of higher education to the door-steps of the students but it also has the capability to draw best talent from all over the country.

M.A/M.Ed Special Workshop

The Department of Special Education, AIOU arranged a one-week Special Workshop for training of the M.A/M.Ed

Master trainees for students with hearing/visual impairment. This workshop on Special Education will also provide guidance to the parents and close relations of the disabled students. A number of national-level experts in special education were invited to participate in the workshop as resource persons as promote Social Action programme of the government, the Allama Iqbal Open University has launched "Open Technical Scheme for Children below 15 and Youth Working as traditional and un-official apprentices in factories and workshops".

The objective of the programme involve:

- a) to enroll all such children below the age 15 and youth who are working as apprentices/labourers in factories, auto-workshops, restaurants registered under Allama Iqbal Open University for courses in trades for which they are already employed;
- b) to raise status of there workplace;
- c) to make qualified employers or their managers as part-time tutors after imparting them necessary training; and
- d) to use these places as training centres for other dropouts from the formal schools and also offering courses in the areas of literacy, basic maths and english language, etc.

The specific purpose of the scheme is to formally acknowledge and accredit the vast amount of indigenous skill and training.

In addition, the scheme will impart a sense of self respect and dignity of labour to these children by raising their over all social status. It will also protect their children against any misuse of the labour, for train their employers for treating them as learners. The scheme will further involve the private sector in technical and vocational education for the unemployed youth. To manage the scheme a new section in the name of

"Open Technical Cell" has been created within the Faculty of Basic & Applied Sciences.

Visit of Seven Members of Japanese Team to AIOU

A 7-Member Basic Design Study Team of Japan International Cooperation Agency visited AIOU from December 11 to 30th, 1994. The purpose of its visit was to hold meeting and have discussion with the authorities for replacement/strengthening of IET Radio and Television facilities. This visit was as a result of formulation of a project initiated by the Open University through the Ministry of Education for upgradation of the Studio facilities.

The present equipment installed in IET studios is almost 12 years old and most of it is redundant and even absolute. This needed replacement on priority basis. As such a grant in aid project was submitted to the Government of Japan to which they expressed their willingness to sponsor.

The expected date of completion of the project is March, 1996. It is hoped that IET would be able to produce 60 to 70 TV and 250 to 300 Radio programmes per annum after replacement/strengthening of its Studio facilities.

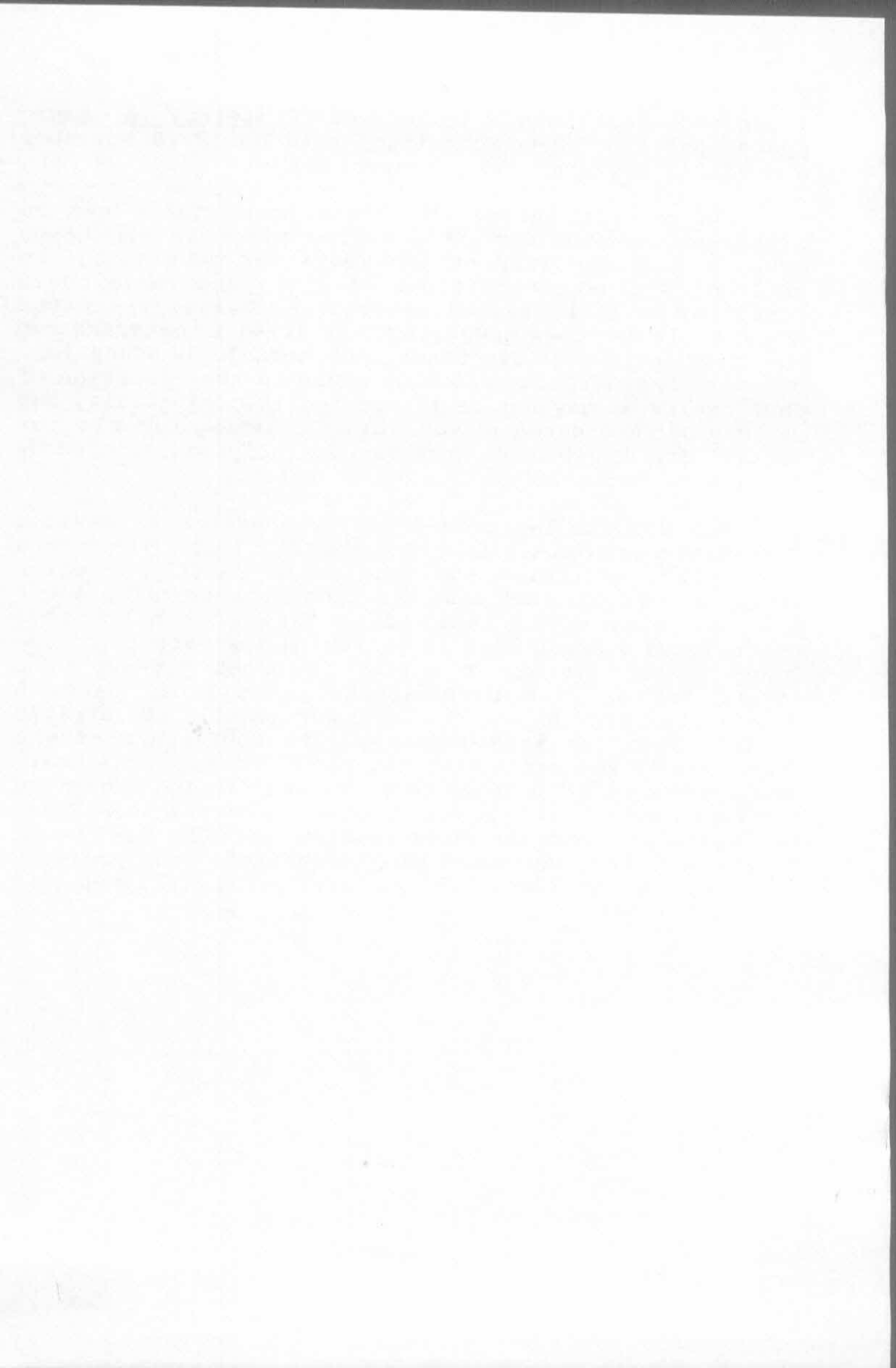
Visits of Commonwealth of Learning (COL) Delegation to AIOU

Allama Iqbal Open University is always extending cooperation to all such National and the International agencies, which in any way are involved in the spread of education, particularly at the grass root level. Ever since the rejoining of Pakistan, the Commonwealth of Learning (COL) as of and on been coordinating in different activities with the AIOU. All such coordinated efforts proved useful and provided opportunities of sharing experiences and ideas about the educational programmes. Similarly during November 1994, the AIOU collaborating with the Commonwealth of Learning (COL),

organized two Round Tables on "Literacy & Basic Education" and "Open Schooling" held on 19-20 November and 23-24, November 1994, respectively.

The main focus of the first Round Table was to elaborate what is currently taking place in the given area in AIOU and find out the means for developing the outline, so that the outcome of the Round Table could result in a full fledged project. Likewise, the other Round table on "Open Schooling" was aimed at catering for the post primary, secondary and technical education. Besides consideration was also given to the education of such adults as may not be interested in credentials, but who may be interested in vocational training for a better future. The Roundtables were successfully coordinated by Prof. Mrs. Razia Abbas, Director, BUESP.

The Roundtables proved very successful as besides Pakistani scholars, Dr. G. Postal from Queensland University, Australia and Mrs. Susan Phillips, Senior Programme Officer, COL also attended and remained present all the time during the Round Table. Both of them contributed a great deal in achieving the targets of the Round Tables. It was a matter of great pleasure and honour for all the participants, that Prof. James A Maraj, President of the COL, who was luckily had arrived in Islamabad for attending the 12th Conference of the Commonwealth Education Minister (CEEM), despite his heavy engagements, also managed to spare one day and addressed the Round Table on 24 November 1994. He showed his great satisfaction over the deliberations of the two Round Tables and the way they were organised. The projects proposed during the workshop are being followed for implementation.



**DATA BANK
STATISTICAL GLIMPSES OF
ALLAMA IQBAL OPEN UNIVERSITY**

BY

ABDUS SATTAH KHAN

**PROGRAMME/LEVEL-WISE AND GENDER-WISE COURSE
ENROLMENT WITH RESPECTIVE NUMBER OF COURSES DURING
THE YEAR 1994**

Sr. No.	Programme/Level	No. of Courses	SEMESTER SPRING 1994					SEMESTER AUTUMN 1994					TOTAL 1994	
			M	F	T	M	F	T	M	F	T	F	T	
1	Functional (Non-Credit) Courses	1	280	160	440	142	109	251	422	269	691			
2	Women's Education (Matric)	19	91	6631	6722	169	8385	8554	260	15016	15276			
3	Intermediate	50	14086	9899	23985	12826	9350	22176	26912	19249	46161			
4	B.A./B.B.A./B.Com	64	18070	5484	23554	17752	5581	23333	35822	11065	46887			
5	MA (EPM)	10	352	148	500	160	76	235	512	224	736			
6	M.Sc Pakistan Studies	13	1109	483	1528	483	202	685	1592	621	2213			
7	M.B.A	20	3972	252	4224	1948	152	2100	5920	404	6324			
8	MA in Teaching of English as as Foreign Language (TEFL)	4	91	46	137	-	-	-	91	46	137			
9	Diploma in (TEFL)	2	376	220	596	259	160	419	635	380	1015			
10	Diploma in Computer Application	16	1810	172	1982	1600	160	1760	3410	332	3742			
11	M. Ed (Diploma in Special Education)	14	620	213	833	368	154	522	988	367	1355			
12	B.ED	13	7527	2870	10397	29170	14940	44110	36697	17810	54507			
13	CT	12	31862	32057	63919	22217	25886	48103	54079	57943	112022			
14	PTC	10	89356	95156	184512	65699	80540	146239	155055	175696	330751			
15	New Primary Teacher Orientation Course (PTOC)	1	4340	2907	7247	4000	3000	7000	8340	5907	14247			
16	Arabic Teacher's Training Course (ATTC)	1	1152	545	1697	66	64	130	1218	609	1827			
17	M.Phil Iqbaliat	4	57	13	70	61	15	76	118	28	146			
18	M.Phil Islamiyat	5	66	12	78	55	10	65	121	22	143			
19	M.Phil Urdu	4	100	32	132	59	16	75	159	48	207			
20	M.Phil Education	11	141	69	210	101	46	147	242	115	357			
		274	175458	157305	332763	157135	148846	305981	332593	306151	638744			

**PROGRAMME/LEVEL-WISE AND SEMESTER-WISE
NUMBER OF BOOKS PRINTED DURING THE YEAR 1994**

Sr. No.	Programme/Level	Semester Spring 1994	Semester Autumn 1994	Total
1	Women's Education (Matric)	8985	7800	16785
2	Intermediate	25769	26343	52112
3	B.A/B.B.A/B.Com	18059	23441	41500
4	M.A. (EPM)	1220	2000	3220
5	M.Sc Pakistan Studies	2000	2975	4975
6	M.B.A	6000	5992	11992
7	B.Ed	19997	16737	36734
8	CT	82970	40100	123070
9	PTC	180000	137000	317000
10	New Primary Teacher Orienta- tion Course (PTOC)	82550	41023	123573
11	Arabic Teacher's Training Course (ATTC)	6000	-	6000
12	MA (TEFL)	989	1125	2114
13	M.Phil Iqbaliyat	1285	-	1285
14	M.Phil Islamiyat	-	200	200
15	M.Phil Urdu	-	1115	1115
16	M.Phil Education	-	1500	1500
Total		435824	307351	743175

**PROVINCE-WISE AND SEMESTER-WISE STATISTICS OF
TUTORS FOR AUTUMN 1993 AND SPRING 1994 SEMESTER**

PROVINCE	SEMESTER AUTUMN 1993	SEMESTER SPRING 1994	TOTAL
N.W.F.P.	286	844	1130
BALUCHISTAN	7	35	42
SINDH	279	621	900
PUNJAB	823	3667	4490
FEDERAL AREA (ISLAMABAD)	197	210	407
AZAD JAMMU & KASHMIR	49	126	175
NORTHERN AREA	30	42	72
TOTAL	1671	5545	7216

**PROVINCE-WISE AND SEMESTER-WISE STATISTICS OF
STUDY CENTRES FOR AUTUMN 1993 AND SPRING 1994
SEMESTER**

PROVINCE	SEMESTER AUTUMN 1993	SEMESTER SPRING 1994	TOTAL
N.W.F.P	50	114	164
BALUCHISTAN	3	7	10
SINDH	57	143	200
PUNJAB	93	176	269
FEDERAL AREA (ISLAMABAD)	7	11	18
AZAD JAMMU & KASHMIR	6	7	13
NORTHERN AREA	5	5	10
TOTAL	221	463	684

Reader's Views

This is to record our sincere thanks for sending us a complimentary copy of the "Pakistan Journal of Distance Education", which is very useful to us. As desired by you, we are publicising you invitation for writing article on Open Universities.

Hoping that we shall not be deprived of your help in building up of good International Library in the interest of our Professors, students, Library members and all interested readers use. Once again we than you very much for your cooperation.

Iran

Dr. Mahmud Macizacch
Chancellor-Tafi-Open University

The receipt of your letter alongwith a copy of Pakistan Journal of Distance Education (PJDE) are gratefully acknowledged. We have found that the information and data provided in it would of considerable value to students and researchers. It has been passed on to the main library for the advantage of the faculty members and students.

Peshawar (Pakistan)

Prof. S. Mussarat Shah
Dean, Faculty of Engineering

I acknowledge with thans the receipt of Journal of Distance Education. It is quite useful not only for me but for our Teachers and students. This copy is also being sent to the library, Shah Abdul Latif University, Khairpur for general reading.

Khairpur (Pakistan)

Prof. Abdul Hameed Memon
Vice-Chancellor