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TO THE READER

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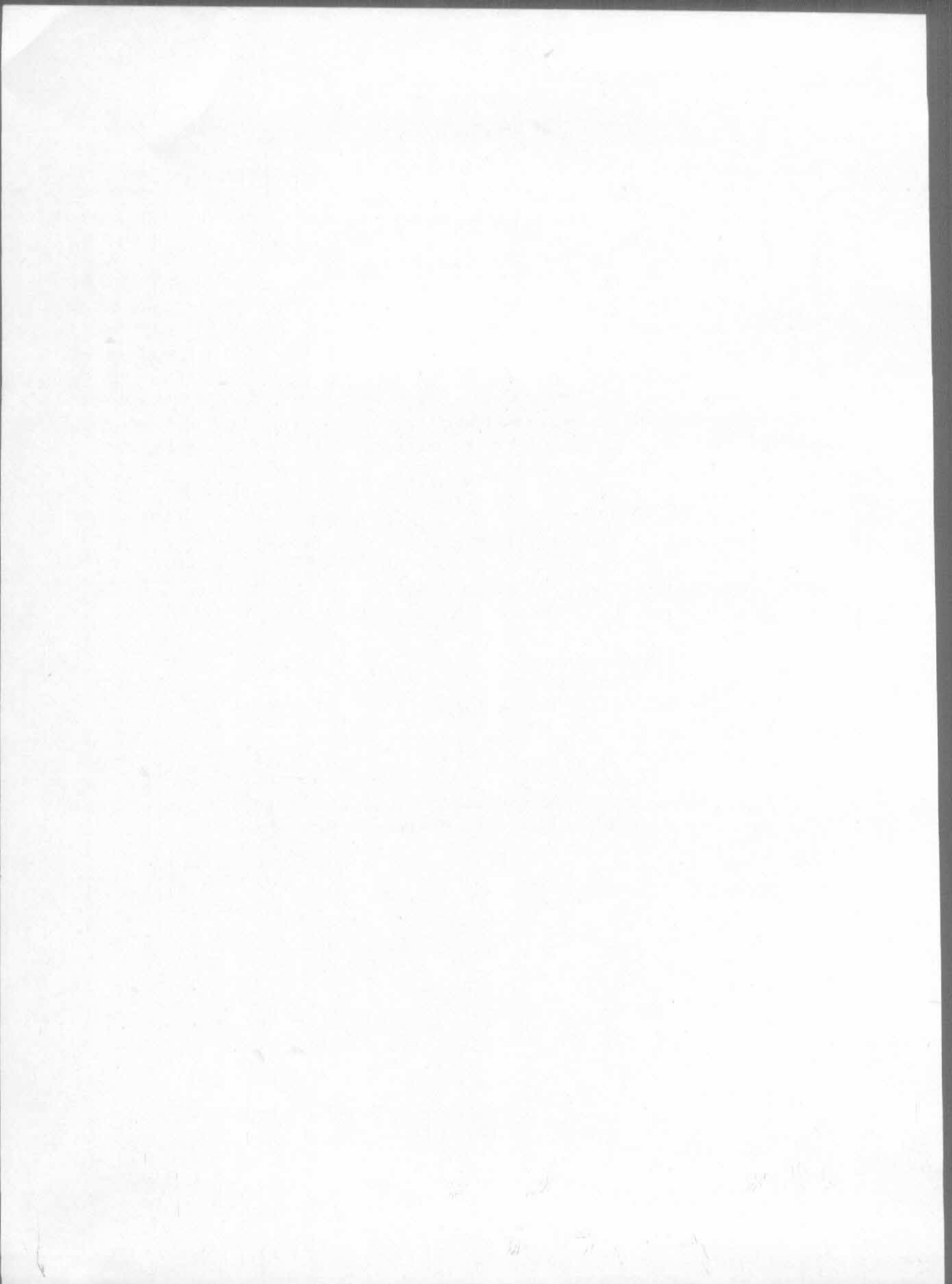
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PAKISTAN JOURNAL OF EDUCATION

CONTENTS

Research Notes

Book Review

EDUCATION IN THE NEW MILLENNIUM

The noted scholar John Galsworthy, while highlighting the importance of coming era, has said:

If you do not think about the future, you cannot have one.

It is pertinent to think about the coming decades we are destined to come across and pass our precious lives amidst them. Although the present scenario has its own value and is supposed to be the base of the incoming days, yet the prevailing panorama is absolutely the outcome of the bygone days. If the past has had been uprooted, there wouldn't have been the present one. The humans have a track record of overcoming all the hazards they came across in the past: survived diseases, famines, floods, earthquakes and man-made mess. Through combating all such catastrophes, the human being masterfully survived and made great progress. Thus, the *Past* of the humans hadn't been erased on the surface, rather gave way to the coming moments, which we call as *present*. Thus, the present holds much importance since it welcomes the coming decades. Broadly speaking, *present, past and future* are interconnected and each of them may not be isolated and ignored at all.

Keeping this cycle of time factor in mind, we may say that the last five decades of our country have elapsed, and now we are living in the *present*, which frontier is connected with the *future*.

At this very moment, if we look back and gauge at the past, we will not get merriment a bit and not be satisfied with our track record in all the spheres of life, specifically in education sector. The literacy rate has not raised up to the mark, Women are still far away from being well literate. A large number of youngsters is looping in the lanes or labouring in the field. What a pathetic scenario we have come across, while entering in the corridor of new millennium. It's just time to make a pause and have a look all around.

Without the lightest sense of rectification, it may be said that carefully planned changes in general education as well as in information technology are needed to improve the status of our masses, It is to bear in mind that unless we take seriously the significance of education in the new millennium, I don't thank we can solve many other problems prevailing in our life and deteriorating the whole strata of the society. It should be pondered over time and again that if society is deteriorated, nation couldn't claim to be prosperous and developed.

As such, in a highly complex world of today, the curriculum for living in a new millennium should be derived from carefully developed images of the future, which young and old are inheriting from the past and the present. Thus utmost care must be exercised by persons evolving syllabus and adopting policies. It is a *must* for all concerned with the task.

Dr. Mahmudur Rahman
Editor.
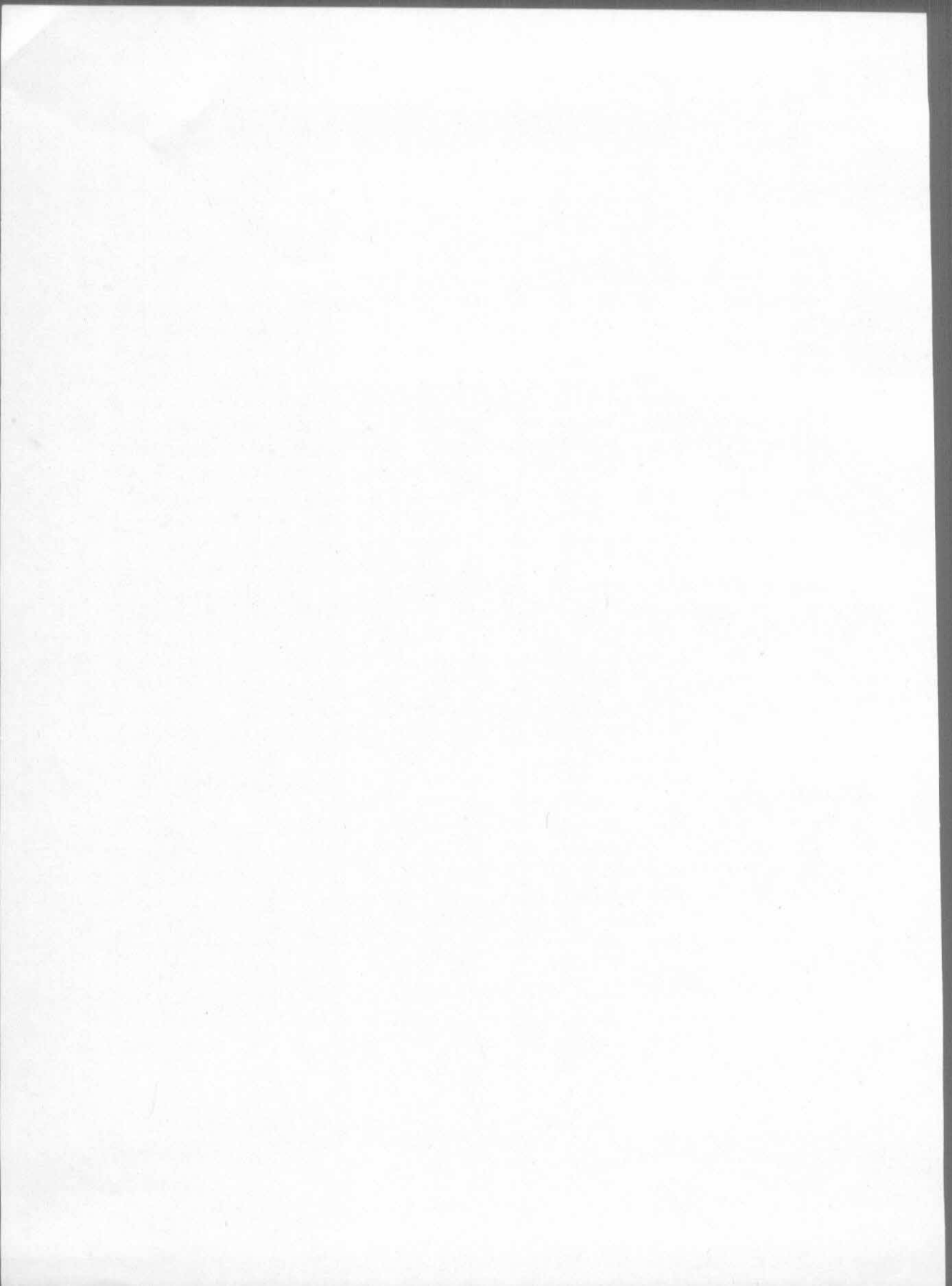
PAKISTAN JOURNAL OF EDUCATION

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Open Distance Learning (ODL) in Pakistan[*]

By

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Background

The demand for education in Third World countries, through the formal system, has consistently run ahead of resources. The bulk of the population, therefore, remains educationally deprived. At the same, time social and economic pressures continue to increase. Even among the educated, there is a dire need for continuing education to keep them abreast and enhance their educational and professional level. The Semi-literate people need awareness and other necessary orientations about their basic human rights. Similarly, multitudes of illiterate people need their rightful status as equally communicating and useful members of their communities. All of this requires education.

The realization of the magnitude, complexity and pressure of the problem, and the continuing economic inability of different countries to fund the formal educational system, has compelled their educational planners to explore the possibilities of unconventional methods, which would overcome the limitations of the formal system. This has led more and more countries to turn to distance education as one of the solutions to the situation. Over the last three decades, distance education has become increasingly recognized as a significant alternative approach to solve this problem.

Both the developed and developing countries have seized the advantages of distance education to meet the pressing educational, and social needs of their occupational masses. Consequently, distance education system is maturing rapidly from a field of study towards a discipline in its own right. More importantly, its effects are being felt and revealed, often quite strikingly throughout the world and it has made its way deep into the educational, social and economic mainstreams of many societies.

The Allama Iqbal Open University has successfully used the distance education model in Pakistan. It has established multi-media, multi-level and a multi-method teaching system. Within a modest period, the University has been able to offer courses from literacy to Ph.D. level.

With its system of reaching the students at their homes or places of work and the concept of openness, implying lifelong education, the Allama Iqbal Open University is filling the gaps left by the conventional system. It is taking education to the areas and groups unable to benefit from the formal system of education.

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[*] This paper was presented at the COL South Asian Policy Dialogue, Sri Lanka on 6th – 8th June, 2001.

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Establishment of AIOU

The Allama Iqbal Open University was established in 1974 under the name, the People's Open University. It was renamed as Allama Iqbal Open University in 1977 at the eve of the first centenary of the national poet and philosopher, Allama Muhammad Iqbal, who gave birth to the idea of Pakistan. The concept of an "Open University" was presented with the enunciation of broad principles in the Education Policy of 1972-80, in following way:

"Open universities are being used in several countries to provide education and training to people who cannot leave their homes and jobs for full time studies. An Open University will, therefore, be established to provide part-time educational facilities through correspondence courses, tutorials, seminars, workshops, laboratories, television and radio broadcasts and other mass communication media...."

As the first Open University established in Asia, this University started functioning as a recognizable entity in June 1974 in pursuance of Act No. XXXIX passed by the Parliament of Pakistan in May 1974.

Objectives

The main objectives of the University are as follows:

- To provide facilities to people who cannot leave their homes and jobs.
- To provide such facilities to the masses for their educational uplift.
- To provide facilities for the training of teachers.
- To provide for instruction in technology or vocation, and to make provision for research and for the advancement and dissemination of knowledge.
- To hold examinations and award and confer degrees, diplomas, certificate and other academic distinctions.

During its twenty-seven years of existence, the University has made strenuous efforts to bring the above objectives to reality, to offer a second chance - often indeed a first chance. People, who would otherwise have been unable to advance their careers, to satisfy their inner need for knowledge or to equip themselves as better citizens have access to education. Above all, the University has tried to reach out to the disadvantaged, those in greatest need, to the millions scattered across Pakistan. Many are in the remotest parts of the country.

The programmes of the University are offered under its distance education system throughout Pakistan and even in some of the Middle East countries. Its programmes offer a wide choice of courses at a variety of levels. These are beneficial for the general public as well as for professional people.

With its main campus at Islamabad, the University extends its educational facilities to the remotest parts of the country. It does this through the mailing of learning package, its radio and TV broadcasts; and by tutorial services through its regional campuses and study centers established in almost all the major cities of the country. Under its countrywide network of regional centers, the University arranges the tutorial support to students at local level through the study centers established in various educational institutions of the formal system of education. This collaboration at local level is an example of the partnership nature of the University. It is working hand in hand with

4

government departments and agencies at all levels, as well as with a range of non-government agencies, both national and international, in carrying education and development forward throughout the country.

The Institutional Framework

The University Act has laid down the powers and functions of the authorities and officers. The President of the Islamic Republic of Pakistan is the Chancellor of the Allama Iqbal Open University. The Federal Minister for Education is the Pro-Chancellor, and the Vice-Chancellor of the University is its principal executive and academic officer. Being an academic institution, the AIOU has an academic structure at its core, which consists of four faculties, with twenty-six teaching departments; two institutes, the Institute of Mass Education, and Institute of Educational Technology. These are supported by the Research and Evaluation Center, the Central Library, Computer Center, Print Production Unit, and other administrative and servicing departments. Annexures 1-7 detail the overall institution framework, the Institute of Mass Education, the Institute of Educational Technology, the Research and Evaluation Centre, the Central Library, the Computer Center, and Print Production Unit.

Student Profile/Enrollment Patterns/Geographic Spread

The University made a humble starts through the offering of only a few functional courses in 1976, but with ease and flexibility of distance education systems, the enrollment of students from all over the country and overseas has increased tremendously.

The main features and trends of AIOU enrollment are as under:

- More than 75 percent of its students are employed people. AIOU provides opportunities to employed people to take courses relevant to their jobs, and thus improve their skills.
- Female participation: 50 percent of the enrollment consists of females. AIOU provides educational opportunities to females who cannot leave their homes. Many of the courses are for females only.
- AIOU is providing educational access to the people in rural under developed areas as well as urban.
- The University also offers its programmes to the overseas Pakistanis in Gulf States.
- Unlike formal systems, there is no age limit or compulsion to regularly attend the classes. However, face-to-face teaching has been recently started for courses involving intensive practical/lab work for skill development.
- AIOU has the facility available for learners to enroll for the course(s) of their choice at a particular level; to select course(s) according to the time available to them; and to continue at their own pace from semester to semester.
- The University is offering courses (subjects) from literacy to Ph.D.
- A large portion of the clientele is at secondary School certificate (SSC), Higher Secondary Certificate (inter-mediate) and Bachelor levels.

Therefore, the main focus of the University has been at under-graduate level.

The geographical spread of the student enrollment and participation rate is given below in the Table 1.

Table-1

AGE DISTRIBUTION				
20 Years & below	21-30	31-40	41-50	51 years & above
13%	61%	20%	5%	1%

OCCUPATIONAL DISTRIBUTION

Employed (Govt)	Employed Private	Student	Household	Business	Agriculture	Others
58%	9%	18%	6%	7%	1%	1%

PROVINCE/AREA-WISE STUDENTS PARTICIPATION (1997-98)

NWFP	Baluchistan	Punjab	Sindh	AJK	FA	FANA
13%	1%	72%	6%	3%	4%	1%

URBAN-RURAL DISPERSAL

Rural	Urban
58%	42%

* **Data based on the research studies of Research and Evaluation Centre (REC)**

Staffing

By employing the methodology of distance education, AIOU has become the largest institution of learning in Pakistan with course enrollment of almost a million. It has emerged as the most effective method of imparting education in a resource constrained country. The University is supplementing the efforts of the Federal and Provincial government without placing any burden on their resources because it is substantially self-supporting.

In its first 25 years the University did not focus on the post-graduate programmes, as it did not wish to compete with formal universities in post-graduate studies. In view of the increasing demand for admission in the postgraduate programmes, from the working people as well as women, AIOU has started more than fifteen post-graduate degree programmes in the last few years, including M.Phil and Ph.D. programmes.

AIOU is meeting and managing the vast educational needs through its four faculties and Institute of Mass Education. The collective academic strength at the main campus in Islamabad is 200, with 734 supporting staff. Regional staff totals 364. Total

course offerings of over 850 courses make this very economical, staff-wise, as compared to formal academic universities.

The Academic staff Basic Pay Scale (BPS) hiring tier starts from Lecturer (BPS-17) and continues to Assistant Professor (BPS-18), Associate Professor (BPS-19), and Professor (BPS-20). The entry point in the University calls for a 1st division in the terminal degree. Of course each tier has other requirements of experience, research and publications.

A government ban on the creation of posts has been in place since 1989. Course enrollment in 1988 was around 80,000. Since then, course enrollment in the University has increased 12-fold and reached nearly one million. In light of the government ban, this increase stretched the University academic and administrative staff to the limit. The regional campuses are under particular stress to support, coordinate and organize educational activities with skeleton staff.

After a great struggle, the government allowed the University to open 149 posts, mostly for academic departments and regional centers. This provided some relief, however, at least 800 additional posts are required to strengthen academic departments and regional campuses to the optimum level. It is worth noting that the financial impact of all 149 new posts is entirely borne by the University from its own resources. This has been accomplished because of the continuously increasing income from the new degree programmes.

Staff Development

The induction of academic staff in the AIOU system is based on the selection on merit with first division in the Masters of the specialized subject. Distance education experience is not a pre-condition. Until the late 80's, staff development in distance education was done by sending staff from the different faculties on a three month Distance Education course at the London University, UK through ODA sponsorship. Additional local training was done by externally sponsored workshops. Thereafter, until the mid 90's, it was done through a series of short one week training sessions organized by the Department of Distance and Non-formal Education. This local in-service training by faculty, who has had the exposure to distance education through ODA sponsorship, was a good practice to acquaint the staff that does not have the know-how of distance education. Perhaps because of the reduction in the intake of new staff because of the ban on appointments, this practice was temporarily discontinued. With the beginning of the new millennium it was restarted.

Professional growth in higher studies was done through the government scheme of Central Overseas Training (COT) scholarship until the '90s. Some staff even benefited from the Commonwealth of Learning and British Council scholarships. In 1999 AIOU has launched a programme for staff development including two Ph.D. scholarships for studies abroad, through a sizeable allocation of income from the Endowment Fund. Under this programme, two faculty members were sent for the Ph.D. in UK and Australia in Business Administration and Women Studies respectively. In addition, two more faculty members went for Ph.D. abroad on other sponsorship. In addition, four faculty members are being supported for their doctoral studies in Pakistani universities.

7

Meeting Educational Demand through Collaboration with the Formal System

The demand of distance education in Pakistan is increasing day by day. In spite of manpower/financial constraints, AIOU is fulfilling its greater demand for education through its collaboration of the academics from the colleges, universities and schools of the formal system. These academics serve in the course development process as members of course team, committee of courses, unit writers, scriptwriters. For the implementation of the courses, AIOU relies heavily on its almost 20,000 part-time tutors who are academics drawn from the formal system educational institutions. (With exceptions, the general formula is one tutor for about 34 students).

Qualifications

The acceptance of the University's diplomas and degrees did not proceed as easily. The first major step forward in the fight for credential credibility occurred in 1980, when the UGC issued a notification that AIOU qualifications had total equivalence with those of other universities. The credibility has now opened new channels. A Memo of Understanding (MoU) has been signed between AIOU and the Pakistan Atomic Energy Commission (PAEC) for M.Sc. Physics programme. The Pakistan Council for Scientific and Industrial Research (PCSIR) has placed the services of its experts at AIOU's disposal for writing textbooks, for providing instructional support, to allow AIOU students to use their laboratories for practical training.

Curriculum Content and Courses of Study

AIOU is a unique educational institution, which offers degrees, diplomas and certificates from basic level to doctorate and research level. All these programmes have a wide variety of clusters and courses, which are developed and launched by the four faculties i.e. Faculty of Education, Faculty of Social Sciences and Humanities, Faculty of Arabic and Islamic Studies, Faculty of Sciences and the Institute of Mass Education. The details of the programmes and courses offered by the various faculties, institutes and departments can be seen in Annexure 8.

The main components of its multi media package are the following:
- ▶ Correspondence materials including self-learning study package and supplementary study materials (readers, text books and study guides).
- ▶ Radio and television broadcasts generally related to the study materials of the package.
- ▶ Satellite Transmission: AIOU airs its educational media material on PTV-2 whose satellite transmission reaches more than 45 countries.
- ▶ Non-broadcast media including slides, audio-cassettes, fillip charts, and leaflets (generally for basic functional and literacy level courses) and also audio/video cassettes as integral part of learning material.
- ▶ Tutorial instruction through contact sessions and academic guidance facilities at study centers (mostly in the afternoons).

- ▶ Face-to-face teaching has recently been started for courses like Information Technology (IT), Computer Sciences and others, which require intensive practical/ lab work or skill development.
- ▶ Group-training workshops for post graduate/ programmes, generally at M.A/M.Sc/M.Phil and Diploma levels.
- ▶· Internship of short term and long term duration in industrial or business, concerns for B.B.A. and M.B.A programmes.
- ▶ Course assignments as an instrument of instruction, continuous assessment and general academic guidance of students. The assignments evaluation is done by the tutors.
- ▶ Final Examination held, for each course, at the end of the semester.

The teaching system components above make up the AIOU teaching methodology obviously very different than the traditional formal instructional system. The curriculum for comparable courses does not differ significantly, as the University is part of the University Grants System (UGC) and abides by the mutually agreed curricula.

Staff Roles and Functions

The difference in the teaching methodology and the way the curriculum is presented in the form of course material demands different roles of the distance educators. They are planners, curriculum developers, writers, scriptwriters, evaluators, monitors, coordinators, pre-testers, tutors, trainers, demonstrators, resource linkers, managers, researchers, reviewers, feedback givers, supervisors, group leaders, field coordinators, and revisers.   In view of the requirements of the distance education teaching methodology, the following activities have been notified by the Registrar of the AIOU:

- • To conduct feasibility studies and initiate course programme proposals.
- • To develop course outlines (curriculum) for courses and programmes.
- • To write units (Chapters) for the courses.
- • To coordinate the development of courses and study guides.
- • To revise and update course materials.
- • To compile allied reading materials in form of readers.
- • To teach in course related workshops/course revision session at the head office and in the regions.
- • To supervise and coordinate the orientation or end of course workshops.
- • To participate in tutor training/briefing.
- • To carry out research and supervise post-graduate level research.
- • To write scripts for media/radio/TV, non-broadcast programmes.
- • To participate in media programmes production.
- • To prepare assignments for each semester and monitor assignment evaluations.
- • To visit tutorials to get feedback.
- • To review the three drafts of each units of every course at development stage.

- To proof read units, assignments, student and tutor guides and publicity materials.
- To keep a liaison with other agencies for need assessment/course production and course offerings.
- To prepare working papers for statutory bodies.
- To maintain courses.

With the latest developments in communication and information technology, particularly satellite transmission and Internet, the role of the teachers will further be revolutionized. The correspondence method and tutorial system are likely to be replaced by distance teaching through satellite and Internet and making a quantum jump. The emerging concepts of Virtual University are also seeing the light of the day. A meaningful utilization of the modern tools would revolutionize the entire system of distance learning. The University has already taken steps in this direction. The details of these developmental activities can be seen under the section on technologies in use and future directions. The development of course material in distance education and unit writing is challenging, time consuming, and demanding. At the same time, research based activities should be encouraged as 2nd generation of distance education has gained momentum, and the emerging 3rd generation, based on new technologies will present a new set of problems.

Learning Support Services: The Directorate of Regional Services

Directorate Regional Services and Student Advisory and Counseling Cell are the major providers of student learning support services. The Directorate of Regional Services constitutes a distinctive aspect of AIOU that differentiates it from the formal universities. Through this service the University extends its educational facilities to the doorsteps of the masses. The broad spheres of activity comprising regional services are discussed following, after which the Students Advisory and Counseling Cell is presented.

Tutorial Support and Study Centres

Tutorial support is arranged through part-time tutors (teachers of formal institutions) who evaluate students' home assignments and hold tutorial meetings at the local Study Centers in the evenings and on weekends. The current number ranges between 8000 to 9000.The enrollment of AIOU courses is increasing every semester and the number of tutors and study centers has increased accordingly. This increase in the regional services out reach is shown in Annexure 9.

The University has established over 500 Study Centers (in other institutions' premises) where tutorials are held as per study schedule. Seventy of these Study Centers are equipped with Audio/Visual aids. At some places there are exclusive Study Centers for female students. Special needs are met in other ways. Conduct of face-to-face workshops for students joining professional courses provides opportunities of intensive academic interaction. Prolonged practical for Technical & Vocational Courses are arranged usually on weekly holiday.

AIOU's evaluation of student's achievement takes place through continuous assessment and final examination. Regional Services undertakes all continuous assessment through its part-time tutors. It identifies examination centers, supervisory

staff, and facilitates inspection of university examinations, which are conducted in almost each district twice a year.

Regional Services constitute the field operation side of the University and its campus; centers are the focal point from where the student support services emanate throughout the country. It is through the activities in the regions that the University is recognized in the large cities as well as the most remote corner of Pakistan.

There are thirty-two regional offices covering the length and breadth of Pakistan. Five new regional offices have recently been created, with four being in the far-flung areas of Balouchistan and one in Skardu. AIOU now has two buildings of its own on regional campuses at Multan and Lahore, while four campuses are under construction at Karachi, Mirpur, Dera Ismail Khan, and Quetta. The regional network and the outreach system is shown at Annexure 10.

Today Regional Service is catering to the needs of around one million-course enrolment from all over Pakistan. Centers are equipped with the latest electronic office equipment such as personal computers, (both for office and library), internet and photocopiers.

In addition to all the activities mentioned above, this Directorate also takes care of the arrangements for the promotional activities, student support services and co-curricular activities for the students in all the regions throughout the country.

Learning Support Services: Students Advisory and Counseling Cell

The Students Advisory and Counseling Cell was established in 1984 with the main objective of providing academic assistance to the students to enabling them to continue their course of studies smoothly. It also aims to remove the hurdles and bottle-necks which can impede the progress of the students during the semester. The major activities undertaken by the cell for the students are as follows:

- The cell provides guidance and counseling services to the distance learners through media, telephone and letters.
- Individuals as well as group (face to face) counseling sessions are also conducted for the students on campus as well as at the Regional Office level.
- The cell acts as a liaison between the students and campus, it also aims to promote healthy interaction amongst the students through curricular/co-curricular activators so as to motivate them to become active learners through out their course of studies.
- The cell attracts new learners and facilitates them in the choice of courses/programs, orients them with the distinct features of distance education.
- A weekly radio programme "JAMIA NAMA" is also written and conducted by the Director Students Affairs. The programme provides current information regarding university programmes for the students and general public. It also highlights the pressing issues of the students and suggests remedial measures.
- To respond to the queries of general nature, standard proforma regarding university programs/procedures are designed in the cell.

11

- The staff of the cell helps in resolving the problems of the students by making liaison with the relevant academic and servicing departments.

In addition to providing these services to the in-land students, the advisory cell has also been assigned the task of coordination of the overseas students and the overseas cell has been shifted to the advisory cell. The coordination includes the following:

- Admission of Overseas Pakistani residing in the Middle East/Gulf Estates and Saudi Arabia.
- Providing information guidance and academic counseling to the overseas students.
- Keeping liaison with the Pakistani Institutions abroad for enrolment of the students as well as provision of tutorial support where possible,
- Coordinating with the Foreign Office and Embassies abroad for the conduct of examination and imparting admission information to the Pakistani residing in their vicinity.
- Replying the queries of the students as well as general public abroad.
- The study packets are also delivered in the supervision of Overseas Cell.
- The assignment schedules supplementary materials and students guide is also prepared and provided to the Overseas Students by the Director Overseas.
- The assignments of the overseas students are received in the Cell and the evaluation is arranged through the courtesy of Director Regional Services.
- The final examinations are arranged and conducted by the Examination Department. However, the Overseas Cell conveys the information regarding examinations and results.
- The complaints regarding examination are also processed/tackled/got resolved conferred by the Overseas Cell.

The advisory role of the Cell adopts the following modes for the satisfaction of the students:

- Standard answer sheets
- Personal/specific letters
- Telephone Counseling
- Face to face guidance
- Regular communications through media
-

Student Assistance and the Funding of Activities

In order to assist the needy students, especially in costly courses like Computer Sciences, Physics, Business Administration, etc., a Students Assistance Fund has been created. With the approval of the AIOU Executive Council, it is funded through a levy of Rs.10 per course from each student of the University. Similarly, a levy of Rs.5 per course per student has been made for organizing student's activities. The income from above two sources is approximately Rs.15 million per annum. The funds are distributed

to needy students after careful evaluation of applications. The University has also announced free education for its employees and their children to University programmes.

Assessment of Student Achievement

Each student usually can take maximum of two full credits (or four half-credit) courses in a semester. A special concession has been given for taking three credits in courses where 80% attendance is compulsory for practical and lab work.

A full credit course has study period of 18 weeks. It has 18 units and four assignments (the half credit course has 9 units and two assignments). A correspondence unit for each week requires 10-12 hours of study per week. Most courses have nine or more radio programs during the semester and several courses have television programmes. Some courses have a workshop component also.

Each student is required to complete his assignments and send to his tutors for assessment. The evaluated assignments are returned to the students with instructional notes. The marks obtained by the students in these assignments are sent to the Controller of Examinations for recording and eventual preparation of results. The final examinations are held in the last week of each semester. The overall result is based on a combination of continuous assessment (30%) and final examination (70%). The minimum pass mark in each course is 33% but the aggregate marks for the award of a complete certificate (e.g. for BA) is 40%.

At the end of each semester, Examinations Department conducts final examinations of each course (like other Boards/Universities of the country). The main examinations are conducted twice a year, that is, in March/April and August/September each year. Three chances for reappear are given for the final examination if the student fails.

Course and Programme Development

AIOU programmes are offered through its faculties and institutions. The initiation of all the programmes are done by the concerned departments with the formation of the course team and development of the course outlines of the programmes. In case of projects, feasibility is done before the course team formation takes place. The Course Team formulates outlines and course proposals, which are discussed by the Committee of Courses (COC). In some cases the outlines are deferred at the level before recommending it to the Faculty Board/Board of Study. The course outlines/proposal have to go through various Statutory Bodies before its final approval from the Academic Council.

After the final approval the course production stage starts and goes through various stages as given in figure 10. Ideally before the launching of the programme, its courses should be pre-tested. This is not the case with all the AIOU programmes. Only project courses are pre-tested, as there is financial provision for carrying out such exercise. The pre-tested courses compared to the other courses are definitely quality assured. However, the other courses development process as shown in the figure 9 does ensure quality. At the implementation stage quality is checked through monitoring. Again the monitoring of academic programs now is possible in projects only.

The quality of the course is also ensured by the feedback forms given in each course for submission on the conclusion of the course. This feedback helps in addressing both

13

issues related to administration or academic. Based on this feedback sometimes the contents are revised before the course life cycle of 5 years. The Research Center also undertakes research to see the effectiveness and quality of the course.

Programme Management and Quality Assurance

Programme management is done by the close collaboration of the Bureau of Course Production and Academic Planning (BCP&AP) with the faculties and academic departments. The Bureau is a central office in the course development process as it functions in close collaboration with the Committees of Courses, Faculty Boards, Group for Academic Policy and Planning (GAPP), Research and Technology Committee, Academic Planning and Development Committee and the Academic Council.

The Bureau participates in course planning, and administers course production and launching, in liaison with the faculties, academic and servicing departments, as well as with many other bodies, who influence the formulation of policy and planning for academic programmes of the University. The overall co-ordination of writing the courses, and all associated activities is a major responsibility of the Bureau. In monitoring the progress of course production, it endeavors to meet the deadlines and arrange meetings with course teams coordinators/course development coordinators and the personnel in the printing, editing and designing sections of the University. The course development process can be seen at Annexure 11.

About a semester ahead of the beginning of each semester, the Bureau ensures details of academic courses/programmes, printing/reprinting of course books, assignments and allied materials, telecasting/broad-casting schedule of TV and Radio Programmes of the courses to be launched in the ensuing semester. It also ensures the availability of required coordination/consultation with the Faculty, Academic Departments, Institute of Educational Technology, Print Production Unit, the Editing and Designing Cell, Computer Center, Admission and Mailing Sections, and Advertisement Committee, etc. Thus it serves in many respects as the nerve center of the University.

University Admissions Process

The University divides the academic year into two semesters. Each semester normally lasts for (6) months, from October to February and April to August. All the admissions are notified well in advance through advertisement in the national press. There is always a deadline set for admission in each semester.

Approximately 150,000 admission forms received are processed for admissions in various programs each semester. The admission process takes about three months from the receipt of forms to finalization of the admissions. After checking, the eligibility the forms are coded by the admission section, and are sent to the Computer Center for preparation of enrollment list and address labels. After admissions, the Mailing Section sends instructional materials to the students at their addresses. The admission lists of various courses are passed on to the Regional Offices located in all provinces for appointment of Tutors and establishment of Study Centers according to the clusters of enrollment in the courses.

14

Financing ODL

AIOU's income and expenses are divided into two broad categories in accordance with government practices—development budget and recurring budget. Development funds cover the cost of construction, equipment, and new project development. The recurring budget deals basically with fixed expenses like salaries, physical plant maintenance, supplies, and other costs. AIOU over the years has generated enough funds for its sustainability. The funds have been generated from student fees, utilization of IET studios, and sale of publications

The budget of AIOU in the first year of its establishment was at Rs. 2.83 million. With the expansion of activities and diversification of its programs, the situation has changed tremendously. In the year 1999, the total Budget of the University stood at approximately Rs.503 million of which Rs.423 million was raised by the University from the fees collected from the students, and approximately Rs.80 million was provided as a grant by Government. In addition, the University collects about Rs.15 million per annum for the Students Assistance and Activities Funds from the students. The University also received Rs.27 million as grants for donor sponsored project like the new Primary Teacher Orientation Course (PTOC). The Government share of the revenues for 1999-2000 came to about 14 percent (85 million), whereas the university budget was Rs. 610 million. The University has raised 86 percent of its income from its own resources. AIOU is thus fast moving towards self-sufficiency with a balanced budget.

Taking the total revenues of the University into account (including the development grant by the Government), the share of the Government both for Recurring as well as development activities comes to about 12.5 percent of the total. With the addition of new academic programmes, it is hoped that the income from fee collection will steadily rise in the coming years.

Technologies for Open Distance Learning (ODL)
Technologies in use

AIOU has realized the need of information technology in its administrative and academic departments. For this purpose, AIOU has heavily invested in technology-based infrastructure.

Following are a few notable examples.

a.   Faculty and staff Training

AIOU has equipped every department with PCs'--about 500 have been inducted. Extensive training of both staff and the faculty has been carried out. Almost all staff members and faculty have signed up for courses on computer application and course material development. This internal training is being provided by Computer Science Department.

b.   Development of Databases

Even though the initial computerization of student enrolment presents many data processing problems, the need was felt for updating software and systems and applications are being posted to Oracle database. All administrative system records, including admission, exam, fees, in student needs etc. are being posted to Oracle based applications.

c.   Internet and Web application

All regional offices are connected with the University mail server and web server. The University has a sponsored inter-net connection on the Internet and that is provided nationwide to all the AIOU regional offices.

The University website is at **www.aiou.edu.pk**

d.   Multimedia courseware

The Computer Science Department is heavily engaged in development of RCD facilities geared towards University computerization. In this connection a multimedia courseware laboratory has been established. This is being used to train faculty and develop the courseware. The laboratory is well equipped with necessary hard ware and software.

e.   Media Laboratory

The Computer Science Department in collaboration with IET is developing the media laboratory. This laboratory will be used for development of video materials for its courses at graduate level and for general public.

f.   Development of Internet based Academic system

AIOU has now focused on Internet based academic system development. The first course on E-Commerce was developed with the help of an expert from Open Polytechnic, New Zealand. Another professor from the University of Illinois, Chicago has been deputed for technical support in the computer science future programmes.

Future Technologies

AIOU has now visualized the technology supported infrastructure as key component of our distance education system. A serious thought is being given towards the development of a virtual University model. Following are the main components where AIOU is making initiatives:

- Online Admissions and examinations System
- Online tutoring and faculty support
- Development of web based student management system
- Specialization in multimedia and web based courseware in all disciplines.
- Rural Internet communication infrastructure development through Ministry of Science and Technology.
- Development of a model study center in remote areas of Pakistan
- Digital TV transmission and receiving capacity at model study centers in support of academic learning

We hope that all such endeavours will lead AIOU to earn a respectable place in the world of learning.

International Collaboration in ODL

From its inception, AIOU has successfully enlisted international support from a number of aid-giving agencies under collaborative arrangements. The most prominent of the donors was the British government (ODA), whose intensive funding continued from 1976 to 1994.

UKOU and ODA: Since its establishment AIOU has been getting British ODA sponsored technical assistance from The Open University in the UK (UKOU) in the form staff training, consultancies on all aspects of distance education, and setting up the Institute of Educational Technology, the university press, Data Processing Center, academic programs at basic level through the Integrated Functional Literacy Project (IFLP), the Functional Education Program for Rural Area (FEPRA), and Basic Functional Education Program (BFEP).

Netherlands government helped the university in the Matric Women Project providing educational opportunities to women in rural areas, who could not attend the formal institution due to social, financial and cultural reasons. The project has now become a regular programme of the University and open to male students.

The Government of Norway funded the New Primary Teachers Orientation Course (New PTOC) for the training of 50,000 primary teachers over a period of almost ten years.

Other agencies helped AIOU in the formative years:

- UNDP for equipping the first TV studio
- UNICEF for Integrated Functional Education Projects in the four regions at Daultala, Sarai Naurang, Samahni and Bhit Shah
- UNESCO helped with staff training, research activities and conducting workshops for development of distance teaching material. In the 90s AIOU became the regional UNESCO Chair in Distance Education. In recognition of its pioneering work in the field of non-formal and basic education, the University received UNESCO NOMA Award and the Raja Roy Sing Award.
- Arab League Educational Cultural & Scientific Organization (ALESCO) has been collaborating with the AIOU to train approximately 2400 in-service Arabic Teachers of secondary schools. ALECSO provided five Arabic Trainers and financed educational software and audiovisual equipment.

More recent collaborations include:

The Government of Japan (JICA) helped the University in modernizing and updating its studios and equipment of the Institute of educational Technology. Now AIOU is in the negotiation process with JICA for starting the second phase of this project through the provision of latest digital technology for producing quality educational film. AIOU got a silver medal from JICA for the documentary films entitled *Sohni Dharti*

A four member delegation of JICA led by the managing director, Takashi Kanko have in their very recent visit have offered their services for the improvement of AIOU in the area of technology.

17

Commonwealth of Learning (COL) is assisting AIOU in offering a diploma in Youth in Development Programme. It is 1-1/2 years course specially prepared by Commonwealth Youth Programme (CYP).

The World Bankalong with British Council is sponsoring matric for girls in the northern areas under a project called Northern Area Education Programme (NAEP). It started off in Spring 2000 with 200 girls in hard to reach two districts of Ganchi and Diamer in the northern area. From Spring 2001 it has been extended to 500 girls. The program will continue till Spring 2003.

Korea through its technical assistance has sent a list of AV equipment in July 2000 for which it has asked AIOU to send its requirement.

International Linkage of AIOU is also through its membership of International Council for Distanc Education (ICDE) and Asian Association of Open Universities (AAOU).

Creation of Persian Department at AIOU with Iranian Help : The Cultural Attache of Iran during his recent visit to AIOU has expressed an interest in the creation of Persian Department at AIOU.

MoU between AIOU and Oracle USA: AIOU and Oracle Corporation(USA) have signed an MoU for professional information technology training. AIOU under this arrangement will be able to launch Education programmes through its selected study centres nation wide. This will help build capacity of AIOU study centres by offering low cost Oracle training and give a big boost to AIOU students by providing quality education.

AIOU online service for foreign students: AIOU will soon start online education service very soon both for local and foreign students. This was stated in the press release of NEWS May 18th, 2001. The online education service of AIOU will facilitate students belonging to any country.

Collaboration between AIOU and American Institute of Pakistan Studies: Dr. Brian Spooner, Chairman American Institute of Pakistan Studies, University of Pennsylvania in January 2001 had detailed discussions with AIOU officals for collaboration in the field of research studies, seminars, conferences and promote meaningful exchanges between the two countries.

AIOU to help set up Open University in Saudi Arabia: Saudi Arabia is planning to set up an open university with the help of Allama Iqbal Open University which is the first University of its kind not only in the Islamic world but Asia and is widely accepted for its quality education.

All the foreign aided projects peirod is over. The University is now attempting to secure assistance through the Social Action Programme.

Directions and Priorities for setting Future Policy and National Direction

The future directions for ODL in Pakistan, AIOU, and the nation are rich and many. The section below is a compendium of the vast potential of directions for ODL in Pakistan.The advent of modern Information Technology, the use of satellites and most importantly the internet have opened new vistas in the field of distance education.

As the access to Internet increases, the University will be in a position to supplement its instructional efforts through the Internet throughout Pakistan. The traditional system

of correspondence, tutorials and written words will be gradually replaced/supplemented by on-line teaching through the Internet. The University is preparing for this major change in its methodology by training its faculty members in the use and applications of Internet. It is also improving its ability to use this technology for imparting education through its own website, by creating a wide area network throughout Pakistan, by connecting all of its Regional Offices to the Data Processing Centre as well as the academic departments.

The University is similarly trying to get a license for starting its own full time Radio and Television stations to harness them in support of its educational programs. Presently it gets only one hour every day in the afternoon on PTV-2, which is inadequate as well as the timing is not suitable. As soon as we are able to start our own Radio and Television network and get necessary transmission facilities from the PTC and PTV, the University's ability to use the media effectively in support of its educational programmes will be augmented considerably. (Siddiqui, 2000).

The University can also play an effective role in the field of mass literacy by using its cost effective methods of Distance Education. It has already contributed significantly in this effort by doing basic research, providing quality indigenous literature and by training of teachers. The innovative approach used in the literacy initiatives earned AIOU the UNESCO award of Noma and Raja Roy Singh. In Spring 2001, it was assigned an important role along with the Pakistan Literacy Commision (PLC) in the literacy campaign. The University can contribute significantly in this campagin through its expertise and nationwide network.

The University has already made a significant beginning in the fields of Basic and Applied Sciences. Science and Technology is the focus of academic expansion in the next five years or so. Innovations in the modern Information Technology, and collaboration and cooperation of sister institutions like the Pakistan Atomic Energy Commission (PAEC) and Pakistan Council of Scientific and Industrial Research (PCSIR) is making AIOU's task easier.

The University has made a beginning in the field of medicine. It has launched post-graduate diplomas in eye care, nutrition and dietetics with the expertise of recognized hospital in the country. It hopes to start degree programme in the near future.

AIOU has taken on a special role in the remote northern areas. It was recently announced that AIOU would provide free education from primary to university level to the children of people who fought and died in the recent Kargil military operation.

The National Policy has assigned AIOU a crucial role in the development of teacher training packages, learning material and teaching aids. In addition AIOU will also be involved in developing, post-literacy skill training programs through distance learning. The teachers of Non-formal Basic Education (NFBE) community schools will be encouraged to take PTC and CT courses of AIOU.

The National Policy also expects radio and television to play a crucial role and be extensively used for social mobilization and promoting the cause of basic education, particularly amongst rural females, and to impart life skills to the neo literates. AIOU can handle the media component for this.

Education Sector Reforms (ESR) Innovative Programme of the Government of Pakistan, Ministry of Education:

One of the key features of the ESR is based on a long-term framework with a three-year action plan for 2001-2003. It is " To meet the human resource of the country a shift to science and technology is being made at the secondary and higher education levels thereby creating employment options for young men and women. An innovative project of video textbooks and library is being initiated in collaboration with the AIOU and the Ministry of Science and Technology."

Another innovative programme of the ESR is the National Education Assessment System (NEAS). In order to evaluate and assess learning achievement of students at primary (class I-V) and elementary (class VIII) levels, NEAS will be introduced in collaboration with the provinces. The objectives of NEAS are to assess and supplement real learning environment, define and development assessment/ achievement goals at primary at elementary level, set up minimum standards/norms for performance, enhance quality of education through improvement/revision in curricula, text books, teacher education and training and examinations.

The NEAS group of Islamabad capital territory (ICT), Federal and tribal areas (FATA), Northern areas (NA), and Azad Jummu and Kasmir (AJK) have recommended the National Institute of Psychology Quaid-e-Azam University (QAU) and the Institute of Mass Education (IME) of Allama Iqbal Open University and other institutions with expertise in assessment to provide inputs to support the government's assessment initiative.

Media Strategy for Education For All and Education Sector Reform 2001-2004:

A national "Media Strategy for Education" proposal covering the six goals of Dakar Declaration has recommended a core group (8-10 people) for devising the National Media Strategy. The group will consist of two members of media, two NGO's, one from UNICEF and from AIOU.

ODL Use by Other Educational Institutions and Organizations

ADB *Teacher Training Project*: The teacher-training curriculum in the country has been changed. The change is a positive one. It has been possible under the ADB Teacher Training Project of Diploma in Education. Under the ADB Teacher Training Project, the Diploma in Education has been created to enhance and substantially improve teacher education for elementary school teachers in Pakistan. The Diploma in Education will enable graduates to teach from classes 1 to 8. It will be available for both year 10 and year 12 high school gradates. If the course is taken completely through distance education, the year 11 and 12 courses may be undertaken through an approved distance education programme such as that offered by Allama Iqbal Open University.

***Army School of Administration*:** The Army School of Administration is using in its administration course AIOU Short Term Educational Programmes (STEPs) programme of Management as Distance Education (DE) component. A group of sixty officers have gone through the STEPs course since last two years

***MoU between AIOU and First Women Bank Limited (FWBL)*:** AIOU has signed an MoU with the FWBL. As a result of this joint venture, the following will take place:

20

- To provide education, training, and research programmes focus on macro, small and medium size enterprise.
- To provide loan schemes for female students interested in pursuing higher studies.
- To facilitate AIOU female faculty in enhancing professional growth.

IME has taken a start with this activity from its field base in Kharian.

MoU between AIOU and Agha Khan Planning and Building Service: An Memorandum of Understanding has been signed between AIOU and Agha Khan Planning and Building Service for starting two new degree programmes from Autumn 2001 in BE (computer software engineering), and B.Tech (mechanical). The University has also planned to start M.Sc engineering in mechanical telecommunication engineering, post graduate diploma in telecommunications and computer software engineering, three years associate engineers diploma in auto and diesel technology, electrical, electronics and computer technology.

IT Virtual University: The Minister of Science and Technology (Prof. Dr. Atta-ur-Rehman), IT and Telecom announced the creation of an IT Virtual University. As per this announcement two-hour slot on PTV will be given for IT education. In this way the new IT studio of AIOU will be utilized to the maximum. In addition, negotiations are underway with a number of reputed foreign universities for affiliating the IT Virtual University with them.

University of Lahore (TUL) Virtual Lab: AIOU is discussing collaborative arrangements with the University of Lahore (TUL) to jointly become a Virtual University. TUL Virtual Lab will be the first of its kind in Pakistan set by South Asian Media Wise (SAMW). It will provide students with the opportunity to work on cutting edge technologies like Gigabit Ethernet, Fast Ether Channeling, ATM, QOS, Inter VLAN Routing, Voice over IP (VoIP), Voice over Frame Relay (VoFR), Voice over ATM(VoATM), Virtual Private Networks (VPNs), IP Security(IPSEC), Integrated Services Digital Network(ISDN) to name a few.

Conclusion

The Distance Education system, primarily in the form of Allama Iqbal Open University in the case of Pakistan, has proven its potential for expansion and growth. It has supplemented the efforts of both the federal and provincial governments by easing their load, and served the citizens of the nation by making educational access more available. In this respect perhaps its largest contribution has been in making education accessible to the female learners and working people.

The twenty-seven years journey since AIOUs inception has seen more vistas of learning opened that was ever imagined. If only a small portion of the possibilities currently on the horizon are realized, the future contributions of AIOU will be phenomenal.

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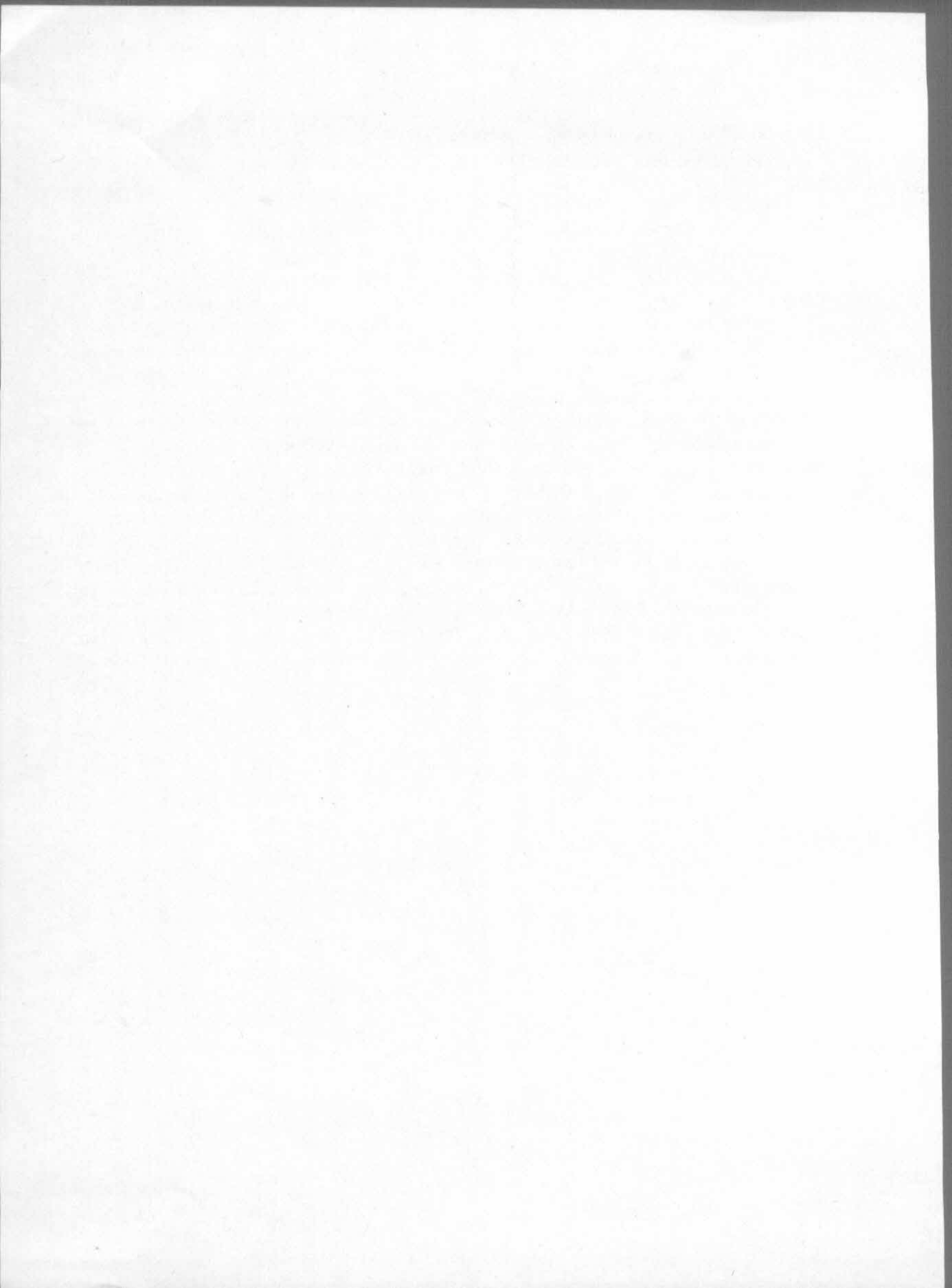
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NETWORKING AND COLLABORATION OF DISTANCE TEACHER EDUCATION: SOUTH ASIAN INITIATIVES AND EXPECTATIONS IN NEW MILLENNIUM

By

Prof. Dr. M. Zaffar Iqbal*

About Pakistan

Mainly based on Agro-economy, Pakistan is one of the E-9 countries (nine high populated countries). It is spreaded over an area of 3, 073,375 sq miles with population of 13.5 million (490 persons per square mile). The rural urban population ratio is 61: 39. With population growth rate of 2.7% and the per capita income of 480 US $ the country has literacy rate of about 46 %. The variation of literacy rate in the different sects and areas of the country is provided in table-1 given below:

Table 1 Showing Literacy Scenario in Pakistan

Area	Number of Districts	Literacy Rate				
		Both sexes	Female	Males	Rural	Urban
Sindh	21	45.29	34.78	54.50	25.73	63.72
Punjab	34	46.56	35.10	57.20	37.95	64.48
Balochistan	26	19.18	8.12	23.17	8.64	37.82
N.W.F.P.	24	35.41	18.82	51.39	31.29	54.33
All Pakistan	105	45.93	24.205	53.21	28.40	53.57

Source: Government of Pakistan; Census Report, 1998

The above table indicates that literacy situation in three domains i.e. of females, rural areas and in one of the provinces (Balochistan) is not encouraging. Attempts are being made to increase the participation rate through the Education Sector Reforms (ESR) Programme of the present regime.

Scenario of General Education in Pakistan

The ideology of Pakistan lays down two important obligations of the government. Firstly, education will be accessible to all citizens. Secondly, it shall enable them to prepare enlightened and civilized individuals committed to the cause of Islam. These obligations are in accordance with the teachings of Qur'an that recognizes provision of education as a right of the individual.

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The recently announced (Feb. 2001) "Education Sector Reforms" (ESR) and "Commitment to Education For All" (EFA), the present government has accorded full recognition to this fundamental responsibility and has assigned a distinct place to education and committed itself to several significant goals as guiding principles of its policy. Briefly, these goals include, inter alia: (a) attaining respectable level of literacy by universalizing basic education; (b) making arrangement for providing quality education and reducing the gender disparities at all levels; (c) encouraging private investment: (d) making education purposeful and job oriented: (e) upgrading the quality of higher education by encouraging internationally recognized research in universities: (f) reforming the examination system: (g) evolving an efficient decentralized management structure for education through "Devaluation of Power Plan" at District level which has been put into implementation on 54th Independence day of Pakistan (14th August 2001).

The vision of the present government is to transform the Pakistani nation into an integrated, cohesive entity that can complete and stand up to the challenges of 21st century. The Education Sector Reforms (ESR) has been formulated by the present regime so as to realize the vision of an educationally well-developed, politically united, economically prosperous, morally sound and spiritually elevated nation. The above mentioned 07 coordinal objectives of education have been targeted for promotion of education in Pakistan during the next decade i.e. up to 2010 for this purpose.

At present the situation of educational institutions, financial allocations, enrollment, etc. in Pakistan is as given in table-2.

Table 2: Showing the Status of Education in Pakistan

Level of education	Population (000)	No. of institutions (000)	Enroll-ment (000)	Participation Rate (%)	No. of Teachers (000)	Financial ** Allocations (200-2001) (Rs.Millions)
Primary * (1-5)	2196720	15960	1917000	87.27	37480	38.674.
Middle * (6-8)	1131840	2720	704600	62.25	16080	17.30
High 9-10	754600	1660	338200	44.82	20510	15.76
Higher Secondary (11-12)	632660	59000	81000	5.6	1340	8.34
Higher Secondary Technical	Nil	12.713	5879	8.9	269	2.548
Degree (13-14)	____	0.577	392	7.6	212.23	6.347
University Education	____	.084	0.134	1.5	4.623	3.919

Sources:

1. *Govt. of Pakistan census report 1998*
2. *EMIS, Academy of Education Planning and Management, Islamabad 2000.*
3. *Economic Survey of Pakistan 2000.*
4. *Govt. of Pakistan, National Education Policy 1998 –2010*

* Now these two stages have been merged and given the nomenclature of " Elementary level"

** Total allocations for Education sector as per 2000 –2001 budget is about 3.0 % of GNP.

Table 2 clearly indicates that the primary education has got the maximum participation rate as compared to secondary and higher secondary. Investment in primary education both development and recurring has increased from Rs. 9563 millions 1990-1991 to Rs. 38674 million in 2000-2001. It is recorded increase to 304% in a short period of 11 years. Increase in development budget is 231 % (Rs. 11.93 million to 3904 million) and recurring budget 31.7 (Rs. 8384 million to Rs. 34770 million). However allocations for adult literacy had been quite insufficient up till the education policy of 1992-1998.

The main policies and programme on Education For All (EFA) presently under implementation in Pakistan include: National Education Policy (1998-2010), Educational Sector Reforms (ESR) and Social Action Program II (SAP-II). The goals and targets fixed in the area of enrollment of primary schools age children; 80% completion rate and 70% literacy rate by the year 2002-03.

Social and political mobilization and communication involvement and participation are another priority for EFA commitment. The steps taken to achieve this objective inter-alia, are establishment of village education / school management committees (SMC) in all the four provinces of Pakistan, establishment and strengthening of Education Foundations at federal and provincial level, introduction of public as well as private sector for promotion of basic education; mobilization of communities a beneficiaries, commitment of present government promote basic education and literacy followed by increased budget allocation for education and literacy and devolution of powers / resources at district level for education. .

Distance Education In Pakistan- Historical Perspective

It is evident from the research findings that the demand for education in Third World countries, through the formal system, has consistently run ahead of resources and the bulk to their population, therefore, remains educationally deprived. At the same time social and economic pressures continue to increase. Even among the educated ones, there is a dire need for continuing education to keep themselves abreast and enhance their educational and professional level. Similarly, semi-literate people also need awareness and other necessary orientations about their basic human rights. Similarly multitudes of illiterate people need their rightful status as equally communicating and useful members of their communities.

The realization of the magnitude, complexity and pressure of the problem has led more and more countries to turn to distance education as one of the solutions to the situation. Moreover, the continuing economic inability of South Asian countries to fund the formal educational system compelled their educational planners of these countries to explore the possibilities of unconventional methods, which would overcome the limitations of the formal system. Resultantly, over the last three decades, and hopefully all of you present here would agree with me that distance education has become increasingly recognized as a significant form of education as an alternative approach to solve this problem. Distance education gives us positive company and a different perspective as well as many beautiful solutions to our difficulties.

27

The continuing inability of the Pakistani nation to make financial investments on a scale commensurate with at educational imperatives of modern statehood compelled the country's educational planners to explore the possibilities of unconventional methods which could transcend the limitations of the formal system. The idea of an open university was floated on the late sixties and came to fruition with the enunciation of broad principles in the Education Policy of 1972 – 80.

In Pakistan, the Allama Iqbal Open University has successfully used a distance education model. The University commenced working as a recognizable entity in June, 1974 in consequence of Act No. XXXIX passed by the National Assembly in May the same year. When established, it was second Open University in the World, the first distance education institution in the south East Asia. By now, there are more than 60 universities around the world and AIOU is 2nd biggest distance learning institution in the world with an enrollment of about 1 million students..

By employing the methodology of Distance Education, the AIOU has, become the largest institution of learning in Pakistan with its course enrollment touching almost a million people. It has emerged as the most effective of imparting education in a resource constrained country like Pakistan. The University is supplementing the efforts of the Federal and Provincial government without placing any burden on their resources it has established multi-media – level and is a multi-method teaching system. Within a modest period, the University has been able to offer courses from literacy to Ph.D. level.

During these 25 years, AIOU has come a long way from a very humble start and now AIOU has been rated as the largest University in Pakistan and 2nd biggest Open University of the world. AIOU has, undoubtedly, a long and glorious record of service to its credit. It has played a significant role in giving new dimensions to Pakistan's education system. It is reckoned among the world's best open universities.

Among many others, the main objective and functions of the university as laid down in the Act are:

  a.   To provide facilities to people who cannot leave their homes and jobs in such manner as it may determine.
  b.   To provide such facilities to the masses for their educational uplift as it may determine;

In the present stage of Pakistan's struggle for progress and advancement, the formal way of education has not proved to be of much help in eradicating illiteracy on a wider scale. To impart education on a wider scale, it is required to develop such an effective system in which learners don't have to go far away to get education, and secondly it should be financially affordable for the students. To achieve this aim, the Allama Iqbal Open University has played a vital role.

Teacher Education in Pakistan –Primary, Secondary, and Tertiary Level

All of you, ladies and gentlemen, cannot deny the fact that the quality of education is directly related to the quality of instruction in the classrooms. The teacher is considered the most crucial factor in implementing all educational reforms at the grassroots level. It is a fact that the academic qualifications, knowledge of the subject matter, competence and skills of teaching and the commitment of the teacher have effective impact on the teaching-learning process. Recognizing the deteriorating quality

of education at various levels, efforts need to be intensified to accord adequate priority to the effectiveness of teacher education programmes in the country. With our recent focus on ensuring massive access to "Education for All", as a commitment to Dakkar conference, the teacher education system in Pakistan has quantitatively expanded, I do not feel ashamed in confessing the bare truth that to keep a reasonable equilibrium in the demand and supply situation in Pakistan. On the contrary, the qualitative dimension-of teacher education programme has received only marginal attention resulting in mass production of teachers with shallow understanding of both the content and methodology of education.

Table 3: Showing the Status of Teacher Training Institutions in Pakistan

Programs and institutions	Punjab	Sindh	NWFP	Balochistan	Federal	Total
PTC/CT ((G.C.E.Ts)	34	24	18	10	04	90
B.Ed/B.S.Ed (colleges of Edu.)	08	04	02	01	01	16
M.Ed/M.A (Ed) IERs/Univ. Deptts. of Education.	04	02	02	01	-------	09
Education Extension /Staff Development Directorates (In-service Education)	1	1	1	1	-------	4
P.I.T.Es	1	1	1	1	-------	4

Since Independence, there has been a substantial expansion in teacher education institutions. At present, there are 90 elementary colleges and 30 high schools, which offer teacher-training programs for PTC (Primary Teaching Certificate) and CT (Certificate in Teaching) to teachers. Institutions, which prepare secondary school teachers, are known as Colleges of Education. There are 14 Colleges of Education, 4 Institutes of Education and Research and 4 Departments of Education of universities, which offer programmes of secondary school teacher education leading to a Bachelor's degree in Education (B.Ed). The Allama Iqbal Open University (AIOU) is also contributing in the training of teachers by means of distance learning. It offers PTC, CT, B.Ed and M.Ed programmes of teacher education. The description of various training programmes is given below:

Table 4: Showing the Entry Education and Duration of Various Teacher Training Programmes in Pakistan

Training Programme	Qualification for Admission	Duration of Training in Academic Years	Class to Teach
P.T.C	Secondary School Certificate.	1	I-V
C.T	Intermediate	1	I-VIII
B.S.Ed. (12 + 3)	Intermediate	3	VI-X
B.Ed (14 +1)	B.A./B.Sc	1	V-X
M.Ed	B.Ed	1	VI-XII + Students Teacher of PTC,CT and B.Ed + Super-vision.
M.A (Edu.).	B.A/B.Sc	2	VI-XII + Students Teachers PTC, CT and B.Ed+ Super-vision.

The annual training capacity of all the formal training institutions is about 30,000. In almost all the institutions, there is a pressing demand for admission in teacher training programmes. In most of the cases, there are more applicants than places available. The total enrollment of AIOU is about 10,000 per annum of which about 7,000 complete various courses every year. The P.T.C., C.T. and B.Ed. programmes of AIOU are offered in alternative years. The staff of the teacher training institutions belongs to the education service. There is no special cadre of teacher educators. Any serving teacher or lecturer with a Master's degree, with or without professional qualifications, can be appointed as a teacher educator although preference is given to those who hold a Master's degree in Education. Pre-service teacher training is an essential prerequisite for teaching in primary, middle and secondary schools. However, no pre-service training is required for teaching at higher secondary and degree levels.

The existing teacher education programme is being made adequately responsive to the demands for quality education in the school system. In Pakistan, however, there is a wide range of issues and concerns being expressed about teacher education in Pakistan. Some of the major issues and concerns emphasized by the experts as well as revealed through the findings of researches in this regard are indicated as under:

i.   The profession of teaching is usually the last choice for the young men. The teachers are therefore, said to be neither committed nor motivated to teaching. This is truer in the case of male teachers than female teachers.

ii.   The teacher training programmes have an imbalance among the courses pertaining to academic knowledge of the subject, content of school curriculum, teaching methods, teaching practices and curricular activities. This is because of the short duration of most of the existing teacher education programmes.

iii.   The quality of textbooks in teacher education is poor. The learning materials neither relate to real educational environment nor inspire and motivate the prospective teachers for further studies. There is no mechanism to make teacher's guides and supplementary materials available for working teachers.

iv)   The teacher training institutions face acute shortage of facilities, such as, buildings, equipment, furniture, teaching aids, library books and other reading materials. The teacher educators are not provided with necessary support services. These institutions are also not supervised in an effective manner.

Teacher Education Through Distance Education In Pakistan –New Horizons

AIOU was established, as mentioned earlier in 1974 with the Institute of Education as one of its main teacher's training institution. Initial responsibility was in-service training of 1,55,000 primary teachers with the new primary curriculum that was introduced in country. With the up gradation of the Institute of Education to Faculty of Education, in 1985, Teacher Education Department was established as a separate department along with four other departments of the faculty, making it the largest department catering for training of both in-service and pre-service teachers.

The department was established with the following objectives to achieve:

30

1. Introducing innovations in teacher education through the distance teaching system of the university
2. Upgrading teacher education curricula in the light of latest research in the field.
3. Designing and launching teacher training programmes at different levels.
4. Preparing study materials and courses for teacher education.
5. Preparing study materials and courses for teacher education
6. Conducting researches related to field of **pedagogy** and child psychology.

Department of Teacher Education offers following programmes at present through Distance Education System.

Table 5 showing the summary of programmes of T.E.D., A.I.O.U. and its outcomes.

Program	Number of courses	Practical component	Number of semester	Current enrolment	Passed out	Market Value
PTC (Primary Teacher Certificate)	8 half credits	Workshop and teaching practice of one full credit	Total 3 (2 for theory and 1 for practical)	22,987 (16,514 females)	87,122 (49293 females)	Eligible for appointment as primary school teachers in Government Schools
Diploma in Education	15 Full credits	Workshop and teaching practice of two full credit	Total 6 (5 for theory and 1 for practical)	1315 (826 females)	_____ Started in spring semester 2001	Eligible for appointment as elementary school teachers.
C.T.	11 half credits	Workshop and teaching practice of one full credit	Total 3 (2 for theory and 1 for practical)	11,222 (6587 females)	60311 (36699 females)	Eligible as C.T Teachers in Government Schools
B.Ed.	8 Full Credits	Workshop and teaching practice of one full credit	Total 3 (2 for theory and 1 for practical)	33992 (20418 females)	375999 (females 139401)	Eligible for appointment for secondary education
M.Ed	6 Full credits courses	Workshop of two days for each course	Total 3	4513 (2118 females)	6725 (3112 females)	Three advance increments on completion and eligibility for lectureship.

M.A. (Teacher Education)	10 full Credits	Workshop and teaching practice of one full credit	Total 4 (3 Theory and 1 practical)	1472 (903 females)	_____ Started in spring semester 2001	Eligible for appointment as secondary school teachers, lecturers in education
M.Phil Education	4 Half credits and 6 Full credits	One week workshop for each course plus thesis of four full credit	Total 4	283 (137 female)	18 (07 female)	Eligible for appointment as in universities and colleges
Ph.D	4 full credits	4 full credit thesis	Total 2	14 (06 females)	03 (01 female)	Advanced degree

Source: 1. Cumulative Statistics of AIOU 1975-1999, REC, AIOU, 1999
2. Prospectuses of PTC, CT, B.Ed, Diploma in Education, M.Ed. M.A. Education,
M.Phil, and Ph.D: AIOU spring semester 2001.

It offers "Education" as a subject at SSC, Intermediate and Graduate level programmes of the University, the optional subject at respective levels..

Sponsored Projects

a. Primary Teachers Orientation Course (PTOC) the first course of the University in which 1,55,000 teachers were provided in-service training.
b. In-service Primary Teachers Training Course (New PTOC) Code 650 sponsored by NORAD for training of 50,000 teachers form 1992-98.
c. Drug Abuse Project Course Code 622 Sponsored by UNDP for in-service Secondary School teachers form 1992-95 which after 1995 has become a regular AIOU programme.
d. "Women Development Education Through Distance Education" project sponsored by UNESCO, Islamabad (2000-2001).

New Programmes

The department has started two new programmes from spring semester 2001. The summary of these programmes is as under:

1. Diploma in Education (10 + 3): Model

Diploma in Education of AIOU which is also called (10+3 Model) is a composite of three-year teacher training programme to prepare the teachers for elementary schools (class 1-8) through Distance Education System. This is in consonance with the government scheme for upgrading the standard/ quality of teacher training programmes in the country. The scheme is already operative in PITES (Provincial Institutes of Teacher Education) in all the four provinces. Diploma in Education (10 + 3) model will be a composite certification in which the students will be getting professional training

(equivalent both of PTC and CT) plus FA / F.Sc. After completing Diploma in education they will be eligible to seek admission in BA/ B.Sc. Programme. In the final Diploma issued by University and subjects and marks obtained by the student in FA/ F.Sc. and marks obtained in the subjects of professional training will be mentioned separately along with composite certification marks.

2. *M.A. (Teacher Education)*

It is a 10 full credit programme speeded over 4 semesters. On completion of this programme the students will be eligible to be appointed as secondary school teachers as well as lecturer in education in colleges. The staff is awfully busy in the development of 2nd 3rd and 4th semester courses

NUT SHELL

Teacher education at a distance seems to have been successful where it has been tried. With the probable exception of China, and the partial exception of Nigeria, India, Bangladesh and Brazil, teacher education seems to have been on a relatively modest scale in relation to the potential need. But, AIOU is friendly and successful in Distant Teacher Education. As indicative of table 5 the department of teacher education of AIOU is not only the heaviest department of the faculty but of entire university with a total of about 47 % enrollment of total university and consequently contributing 47 to 55 percent revenues to the university budget.

Educationists are of the view that Teacher Training Courses of AIOU are of national and international level. Following are salient features of distance teachers' training courses of AIOU.

(a) Through introducing teachers' training courses, the un-trained teachers and other related people, till now deprived of all facilities, can be trained in their respective fields.

(b) Traditional syllabus of teachers' training is being replaced by such modern courses only because they have conformity with the needs of the present era.

(c) Majority of women teachers are getting training for the first time through ODL system of AIOU

(d) Teachers' training courses are entirely field based.

Teacher Education Department of AIOU is getting double benefits by the introduction of these courses; firstly, by getting their teachers trained abundantly; secondly, the teachers are performing their jobs without any break.

As we enter the 21st century, the challenge to improve the current state of teacher education seems overwhelming – a daunting task set against a ticking clock. The teacher plays a key role in the total education system of any country. A significant proportion of Pakistani Teachers are isolated in communities and distanced form the professional development opportunities and networks that are crucial for successful outcomes of the teachers and AIOU is translated into practice through its ODL system with following distinct features of its distance teacher education programmes...

Distinct Features:

1. With its system of reaching the student teachers at their homes or work places and the concept of openness, implying lifelong teacher education, the Department of Teacher Education of AIOU is filling the gaps left by the Conventional Colleges of Education and taking teacher education to area and groups unable to benefit from the formal system of teacher training in Pakistan.

2. It is unique in many ways, particularly in terms of employing Distance Education as its basic training methodology. It affords an opportunity to the working for untrained teachers to enhance their professional qualifications without leaving their jobs in schools. It also provides them with opportunities to acquire knowledge, skills and techniques relevant to their jobs, which can enhance their job effectiveness and output through in service teacher training programmes of AIOU.

3. Distance teacher education in Pakistan is particularly suited to the female population as it provides opportunity to get training at home. Similarly, people living in the Tribal Areas and far-flung areas where the formal teacher education system has not reached as yet, also get an opportunity to be professionally trained.

4. This system is flexible in terms of age, and even time. A student teacher can join the training for one or two courses in a semester and can come back when he/she has time to study. Students' academic, credits for the completed work remain as a part of their achievements. The students can take the workload according to the study time available to them. Thus, the period for completing their professional certificate and degree requirements is linked with student, own pace and convenience.

5. Teacher Education Department of AIOU develops specialized textbooks and reading materials to enable the students to study on the basis of self-learning. To help them study at home, however, the department provides support of radio and television programmes. University's Institute of Educational Technology produces quality educational audio and videocassettes, which enable the students to study at home more effectively.

6. In the domain of distance teacher education, AIOU stands first in the world. The Department of Teacher Education of AIOU has earned a great goodwill during the last ten years all over the country and overseas (UAE, Oman, Saudi Arabia and Central Asia), that it has trainees in the mountains, terrains, deserts, vales, towns and villages, fields and caves, huts and palace, kitchens and shops, all over the country. Department is providing the training at the doorstep of the trainees and has really become a model of "Take the Training to the Teachers" (TTT) in the real sense of the proverb.

7. Being of high cost-effectiveness in nature as compared to the formal Teacher Training in Pakistan, the prospective teachers prefer AIOU to formal teacher training institutions.

34

8. Teacher training program of AIOU is not only self-sufficient in financial management but it is contributing 43% of its saving to other programmes of the University which are in deficit from income-expenditure point of view.

Role of Technology in Open Education in Pakistan

Revolutionary innovations in the fields of Information Technology are making the system of Distance Teacher Education in Pakistan even more effective. As more and more trainees get access to Personal Computers and learn to use the Internet, teacher training through Distance Education would become more effective. The University is gearing up to replace the old correspondence method with training the teachers through Internet. Qualified tutors, spreader over the whole country are mobilized as part time tutors for our trainees. . Our Regional Offices 62 in number keeps a roster of qualified and willing teacher educators and appoints them as tutors. The trainees study their reading materials under tutor's guidance and submit their assignments to them for periodic evaluation and guidance. The specific features of use of educational technology with us are as given below:

- The University has established the institute of Educational Technology (IET) form the beginning.
- IET has in-house facilities for production of TV, Radio and non-broadcast programme and their duplication.
- Audiotapes are sent to students of certain courses as a part of learning package.
- Listening and viewing of Teacher Education programme is available at 60 study centers.
- One-hour television program and fifteen minutes radio programme are broadcast for trainees, every day during a semester, which have, spill over benefits also for the working teachers.

AIOU has tried its level best to facilitate the teacher trainees with modern communication equipment. It has installed 50 e-mail and Internet connections. AIOU is putting on air its training media material on PTV-2, which is bearing out its transmission through satellite to more than 45 countries. The University has been completely computerized and all of its regional campuses are linked with each other electronically. We have provided Internet connections to our faculty members. University has planed to start to train the teachers on the Internet and very soon our teacher educators will have their own web pages and this will revolutionize the entire distance teacher training system of AIOU.

The Teacher Education Department of Allama Iqbal Open University, being a distance education institution, relies heavily on all varieties of available media to reach its students in an efficient manner.

The main components of its multi-media package are the following:

a. *Correspondence material* including self-learning study package and supplementary study materials, (Readers, textbooks and study guides.)

b. *Radio and Television* broadcasts generally related to the study materials of the package. At the present we have one T.V. programme and 6 radio programmes of each course of teacher training.
c. *Satellite Transmission* Teacher Education department of AIOU is putting on air its educational media material on PTV-2, which is beaming out its transmission thorough satellite to more than 45 countries.
d. *Non Broadcast Media* including slides, audiocassette, fillip charts, and leaflets (generally for basic functional and literacy level course) and also audio/video cassettes as integral part of learning material of all teacher training courses.
e. *Tutorial Instruction* through contact sessions and academic guidance facilities at study centers (most in the afternoons).
f. *Face to Face Teaching* has recently been started for those courses which require intensive practical / lab work or skill development
g. *Teaching Practice* Every teacher-training programme has 15 days face-to-face workshop in regions (nearest to the trainee) and 6 week teaching practice in the local schools under the supervision local tutors and supervisors.
h. *Course assignments* as an instrument of instruction continuous assessment and general academic guidance teacher trainees. The assignments are evaluated by the tutors.
i. *Final Examination* held, for each course, at the end of the semester.

Recently, the Computer Science and Information Technology Department of AIOU has specifically designed following six courses for Teacher Education Department to be offered to secondary school teacher trainees, which will be made part of scheme of studies of B.Ed and M.Ed from spring semester 2002, under the core of "Computer Science Education".

Table-6 Showing IT Courses for M.Ed at AIOU

S.No.	Course Code	Course Name	Foundations of Content
1	CS 4734	Educational technology	Educational Psychology and Philosophy
2	CS 4735	Multi Media and Hyper Media Systems.	Educational Research
3	CS 4736	Computer Aided Instructions	Pedagogy
4	CS 4737	Measurement of learning	Measurement and Evaluation
5	CS 4738	Web Based Education System	Teaching learning process through Internet
6	CS 4739	Topics in Computer Science Education	Educational administration, policies and plans.

Source: Curriculum of Computer Science and Information Technology. University Grants Commission , Islamabad –Pakistan Page 28..

Furthermore, 09 half credit courses are being developed for elementary school teachers for teaching the different courses "on line" in classroom teaching. These also will be ready by the spring semester 2002. These will be based on CBI or CAI. In the beginning this offering will be restricted to teacher trainees of urban areas where personal

computers (PCs) are available to students at homes or regional centers for offering to Diploma in Education (10 +3) model as an optional core.

Issues, Problems And Challenges Of Open Teacher Education – In Pakistan.

Though distance teacher programme of AIOU is highly successful from cliental and training package point of view yet there are certain issues, problems and challenges to open teacher education system in Pakistan. These can be summarized as under:

a.   *Formal versus Distance Teacher Training System.*

There are a lot of attacks and counter attacks between the advocates of the two systems of teacher education, specifically, with reference to the study materials, mode of training, quality of the outcomes and examination. This cold war has gone to the extent that the teacher trained through ODL system are sometimes considered as No. 2 in merit at the time of appointment as teachers in public schools. This issue needs immediate attention for fair resolution to be resolved immediately by the competent authorities through mutual dialogue. .

b.   *Quality versus Quantity*

As indicated of the statistics presented in this paper and as revealed from the findings of the several researches conducted in this regard, the quantitative increase in numbers of teachers trained through ODL system has, on one side, effected the quality of the outcome and on the other side has created an imbalance in the demand and supply of all levels of the school teachers in Pakistan We are seriously thinking to set our goals in the right direction to overcome this problem.

c.   *Lack of Infrastructure and Resource Mobilization*

Though AIOU have a very good regional network to serve, as the camp offices of the University but still regions are not excelling to that extent to which it is needed, specifically in case of teacher education programmes. For example out of total 15000 tutors of AIOU about 12000 are only for teacher education programmes. Sometimes unqualified and non-professional persons are appointed as tutors and examiners, which pollute the whole arena of the teacher training through distance system. To improve the quality of the Teacher Education the provision of basic infrastructure facilities in almost all the regional campuses of AIOU is urgently needed.

d.   *Lack of Faculty at the Headquarter*

We are only seven faculty members who bear the load of academic inputs, media input, monitoring & evaluation, course development, conducting the researches, devising the things in light of new IT age and what not for huge numbers of the teacher trainees speraded all over the huge country.

e.   **_Lack of the Laboratory Schools_**

Teacher Education Department of AIOU is the only teacher training institution, in the country, which has none of its laboratory schools for teaching practice and experimentation. We have to depend the formal schools for all the professional purposes.

Financing And Management Of Distance Teacher Education

Over the years, the University has almost become self-sufficient in terms of financial resources. Its annual budget exists Rs. 600 million, of which the Government grant is only Rs. 85 million, which is less than 15% of its overall budget. The University has developed its own source for financing its Development Programmes. its Endowment Fund, which started with Rs. 150 million in 1997, has now reached the level of Rs. 410 million. The income form this Fund is marked for development programs of the University including essential buildings, computerization, facility development, etc.

Our annual budget is about Rs.600 million out of which about Rs.90 million is for development. It is worth mentioning that the Government is only contributing Rs.85 million annually, so AIOU has attained the status of self-sufficiency. As mentioned earlier 47-55% contribution to total University annual budget is that from the teacher training programmes and this is an exception in whole of the world, if it is not taken as an exaggeration.

The table-7 provides of picture of comparative statement of expenditure per teacher trainee through ODL system of AIOU and formal system of teacher training in Pakistan.

Table-7 Showing the Costs Benefit Analysis of Distance Teacher Education System in Pakistan

Program	Per Student Cost of Distance Teacher Education System					Per Student Cost for Formal Teacher Education System					Difference
	Fee	Work-shops	Teaching practice	Others	Total Cost	Fee	Teaching practice	Income foregone	Others	Total	
PTC	2025/-	1213/-	1123/-	527/-	4888/-	1762/-	792/-	14000/-	7225/-	27779/-	20891/-
CT	2413/-	1487/-	1123/-	527/-	5550/-	1253/-	792/-	7251/-	7225/-	16521/-	10971/-
Diploma (10+3) Model	4325/-	1728/-	2386/-	1425/-	9864/-	3273/-	1921/-	12625/-	15223/-	32042/-	22178/-
B.Ed	3512/-	1516/-	1627/-	826/-	6481/-	1772/-	1863/-	15657/-	9352/-	2644/-	21163/-
M.Ed	24000/-	3452/-	Nil	2181/-	29633/-	5600/-	Nil	33512/-	15652/-	29633/-	25098/-

Source: Department of Teacher Education AIOU, "a Comparative Study of Cost - Effectiveness of Teacher Training through Formal and ODL System ,1997"., PP-96-107.

The above table indicates a clear conclusion that the distance teacher education is less costly as compared to the teacher training through formal system. This is the main reason that teacher-training institutions in formal sector in Pakistan have almost faced practical closure for the last 5 years.

Table 8: Showing Comparative Data on the Level Extent, Outcome and Costs of Distance Teacher Education Programme of Allama Iqbal Open University.

Sr.	Program	Level	Scale of Activity	Outcome data	Cost data
1.	Primary Teacher Certificate (PTC)	Primary School teachers (Grade 1-5)	22,987 (16,514 females)	87,122 (49,293 females)	63.25 % of the cost for preparing the same teacher through conventional system
2.	Certificate in Teaching (C.T.)	Middle School Teachers (Grade 6-8)	11,222 (6587 females)	60,331 (36699 females)	34.3 % of the cost for preparing the same teacher through conventional system
3.	Diploma in Education (!0+3 model)	Elementary school Teachers (Grade 1-8)	1315 (6587 females) (Started in spring 2001)	Yet awaited _____	Yet to be calculated after passing out the first batch in 2003.
4.	Bachelor of Education (B.Ed.)	Secondary School Teachers (Grade 9-10)	1472 (903 females) (started in spring 2001)	_____	53% of the cost for preparing the same teacher through conventional system

Source: Triennial Report 1997-99: Allama Iqbal Open University – Islamabad-Pakistan.

It is also evident from the above table that teacher education through ODL less cost for all levels as compared to that training through formal system. According to a research conducted by our REC, about 43% finance collected form each student of TED contributes to the other programmes of the University.

Research In Distance Teacher Education In Pakistan.
Research
Research in distance teacher education is a concomitant function of the TED, AIOU, since beginning. This function is carried out thorough three modes:

a.   Research and Evaluation Cell of the University

The projects on different problems and uses in the fields of distance teacher education are proposed to this Cell. The Research Cell completes these researches from its own budget and disseminates the findings throughout the world. These researches are:

   1. The researches are designed and conducted in collaboration with Teacher Education Department and published in the "Journal of Distance Education" published annually by the Research and Evaluation Cell of the university. Such researches are usually field based and

39

revolve around the bottlenecks in the functioning of the Distance Teacher Education System, Pretesting of the curricula, effectiveness of the different components (textbooks, media inputs, tutorial inputs, assignments, study centers, face to face guidance, visibility of TV programme, workshops and teaching practice) of the curricula of the distance teacher education programs of various levels, problems of the students, causes of the dropouts and cost-effectiveness studies. Programmes and the courses of distance education of AIOU are revised continuously in the light of findings of such researches.

Research Projects of the Department:

Department of Teacher Education itself designs important research projects and prepare its reports to find out the effectiveness of the programme and utilize the findings in improving the programs. The department conducted about 70 studies from in the last decade of the 20th century and prepared its reports. Its reports are available in the department. Some of the significant researches along with their findings are outlined below, which may be of interest and utilization for the participants of this workshop of South Asian countries who are distance Teacher Educators from South Asian countries.

	Title of the Research Project	Major Findings
1.	A comparative study of the effectiveness of B.Ed graduates trained through distance and formal system of Pakistan.	1. Professional Attitude teacher through formal system was better as compared to those trained by distance system. 2. Teachers trained through ODL system were better in professional skills competencies and use of educational technology in actual classroom teachings as compared to those trained in formal institutions.
2.	A critical study programs of preservice and inservice training of the primary school teachers through distance learning.	1. The main aspects helpful to them in their teaching learning process were techniques of teaching, skills, leading to effective teaching, skills of understanding the behavior of students, developing confidence in teaching, better knowledge of motivational factors, knowledge of Educational Psychology and techniques of evaluation. 2. All the teachers indicated a sense of dissatisfaction with the existing system of examination of AIOU for Teacher Education Programmes.
3.	A study of causes of preferring the distance teacher education system over the conventional teacher education system by prospective trainees in Pakistan.	Major causes of preference filtered out as flexibility of the programme, low cost, better study package, delivery at the doorstep service and better media input in the distance teacher education system as compared to conventional teacher education system.

The other major studies include:

- Study of classroom behavior patterns of teachers in relation to their attitudes towards profession morale and professional efficiency.

40

- The effect of orientation tutorials, workshops and teaching practice on teaching competence and other perception of student teachers of AIOU at M.Ed level.
- Comparative study of micro teaching effects under stimulated conditions and micro teaching under Real Classroom Condition upon General Teaching Competency and Attitude towards Teaching of Student-teachers, of AIOU (04 studies)
- The textbook evaluation study of various textbooks used for various programmes of PTC, CT, B.Ed and M.Ed programmes of AIOU (5 studies).
- Evaluative study of effectiveness of TV and Radio programmes used for Teacher Training by AIOU (2 studies)

These researches focus upon
o   Creating matching relationship between demand and supply of teachers in Pakistan.
o   Increasing effectiveness of the system by institutionalizing in-service training of teachers and teacher trainers through distance and non-formal system.
o   Upgrading quality of pre-service teacher training programmes by introducing parallel programmes of longer duration at post-secondary and post-degree levels.
o   Making teaching profession attractive for the young talented graduates by taking the training to the trainees.
o   Developing viable framework for policy, planning and development of distance teacher education programmes, both in-service and pre-service.

Researches by the Master, M.Phil and Ph. D. students of the department.

Research is the compulsory component at Master, M.Phil and Ph.D level programme of distance Teacher Education of the AIOU. A stock of researches has been conducted during the last two decades by the students and are available in the library of AIOU. These researches usually focus on pedagogical aspects, classroom ethos, factorial structure of teaching competencies among teachers, cognitive interaction patterns. Comparative studies of effectiveness of teachers prepared by the formal system and ODL system, classroom behaviour of teacher trainees instructional strategies, Presage-Process-Product Study of Teaching Effectiveness and so on.

Future Plans

Though we have started two new programmes in the field of teacher training just recently in spring semester 2001 as mentioned in section 5 of this paper, yet we are actively working on the following programmes to be launched during next decade. Some of these are exemplified as under.

1.   B.Ed (Nursing Education)

This will be a (12 + 3) model for training of the teachers for nursing schools because there is no institution in Pakistan and probably in South Asia, which is training the nursing educators. The programme will consist of both pedagogical and nursing courses to be offered in a composite form in six semesters. There is a strong need of this

programme according to the feasibility survey conducted by the department in this regard. Other countries of the South Asia can also share in the programme launching and implementation if they desire to do so.

2. B. Ed. (2 +3) Model

This program is already operative in formal system of teacher training in Pakistan. We are thinking to offer it through ODL system because only 2 educational institutions in the formal system offering this cannot cater fully to the needs of the country.

3. M.A. (Physical Teacher Education)

There are limited number of institutions in the country for the training of Physical Education teacher for schools, colleges and universities. We are working to start junior diploma in Sports Sciences and Coaching, Senior Diploma in Sport Science and coaching and M.Sc in sports and coaching in collaboration with Pakistan Sports Board. We are expected to sign an MoU with Pakistan Sports Board by the end of this year in this regard as all the spade work has already been done..

4. Pre-school Education Certificate for training teachers teaching Montessori and kindergarten classes

5. Day Care Management Certificate.

6. Net Work of Laboratory Schools throughout the Country at least one with each of main regional campuses and one at headquarters.

7. Online Teacher Training

We have the plans to provide online teacher training at all levels so that our teachers may utilize the information technology in their day-to-day classroom teaching.

8. Net working teacher training programmes with other countries

The department of Teacher Education is seriously working on the networking of distance teacher education with all the open universities and the present workshop may probably prove the starting point in this regard.

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EDUCATIONAL MANAGEMENT AND SOCIETY: SOCIAL RESPONSIBILITY AND ETHICS

By

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Introduction

The past and present of human history is full of management competence. Our forefathers erected huge mansions, watercourses and carvan routes. They knew well as how to manage and be managed. At present national and multinational organizations are visible and viable because of management system. Management is the obligation of executives and necessity of managers in order to make organization grow and prosper.

Much of the literature deals with the interaction of managers and their subordinates with the environment inside the enterprise, but in most instances the effective manager must also deal with the outside environment. Every time the managers plan, they take into account the needs and desires of numbers of society, outside the organization, as well as the needs for material and human resources, technology and other requirements in the external environment. All managers, whether they operate in a business, a government agency, a charitable foundation, or a university, must in a varying degrees, take into account the elements and forces of their external environment. They must identify, evaluate and react to the forces outside the organization that may affect its operations. This research article deals with the impact of the external environment on the educational organization and the relationships with the society in which it operates. First, the focus is on various factors in the domestic environment. Then, the discussion expands to the areas of social responsibility and ethical behaviour. Let us begin by appreciating what it means to manage in a pluralistic environment.

Economic Environment

It is sometimes thought that the economic environment is of concern only to business whose socially approved mission is the production and distribution of goods and services that people want and can pay for. But it is also of the greatest importance to other types of organized enterprises. A government agency takes resources, usually from taxpayers and provides services desired by the public. A University takes resources inputs from taxpayers, students and contributors of various kinds and transforms these into educational and research services.

Almost every kind of organization needs capital-machinery, buildings, office equipment, laboratory apparatus, tools of all kinds and cash resources may also be generated with an organization to buy items or construct building. Another important input from the economic environment is the availability, quality of personnel. In some societies, less qualified manpower may be plentiful, while highly qualified trained

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personnel may be in short of supply as is in case of universities in Pakistan specifically in technical education.

One of the most important factors for the success of an enterprise is client. Without them, an institution cannot exist. But to attract clients, an organization must try to find out what people want and will buy. Service rendering enterprises have customers also. Universities and colleges have students and alumni to satisfy. Similarly police, postal and government health departments must serve the public.

To be sure, the expectations and demands of various publics served by organized enterprises are influenced by non-economic as well as economic factors in the environment. The principal ones are people's attitudes, desires, and expectations, many of which arise from cultural patterns in the social environment. Still economic factors play a major role. People want as much as possible for their money, whether it goes to business, government, or educational organizations.

Technological Environment

One of the most pervasive factors in the environment is technology. It is science that provides knowledge, and it is technology that uses it. The term technology refers to the sum total of the knowledge we have of ways to do things.

The impact of technology is seen in new products, new machines, new tools and new services. A few of the benefits of technology are greater productivity, higher living standard, and a greater variety of products. However, the benefits of technology must be weighed against the problems associated with the technological developments, such as traffic jams, polluted air and water, energy shortages and the loss of privacy through the application of computer technology. What is needed is a balanced approach that takes advantage of technology and at the same time minimizes some of the undesirable side effects.

Social Environment

In any classification of environment elements having an impact on a manager, it is extremely difficult to separate the social, political and ethical environments. The social environment is made up of the attitudes, desires, expectations, degree of intelligence and education, beliefs and customs of people in a given group of society. The concept of social responsibility requires organizations to consider the impact of their actions on society. The ethical environment includes sets of generally accepted and practiced standards of personal conduct.

Managers of various enterprises have been criticized for not responsive to the social attitudes, beliefs, and values of particular, groups, or societies. Over the period, a number of social attitudes, beliefs, have evolved that are of significance to the manager.

Among the most important of these are the following:
a.   A belief in, and respect for education.
b.   The belief that there are opportunities for people who are willing and able to work to take advantage of them.
c.   A respect for the individual, regardless of race, religion, or creed.
d.   A faith in logical process, science, and technology.

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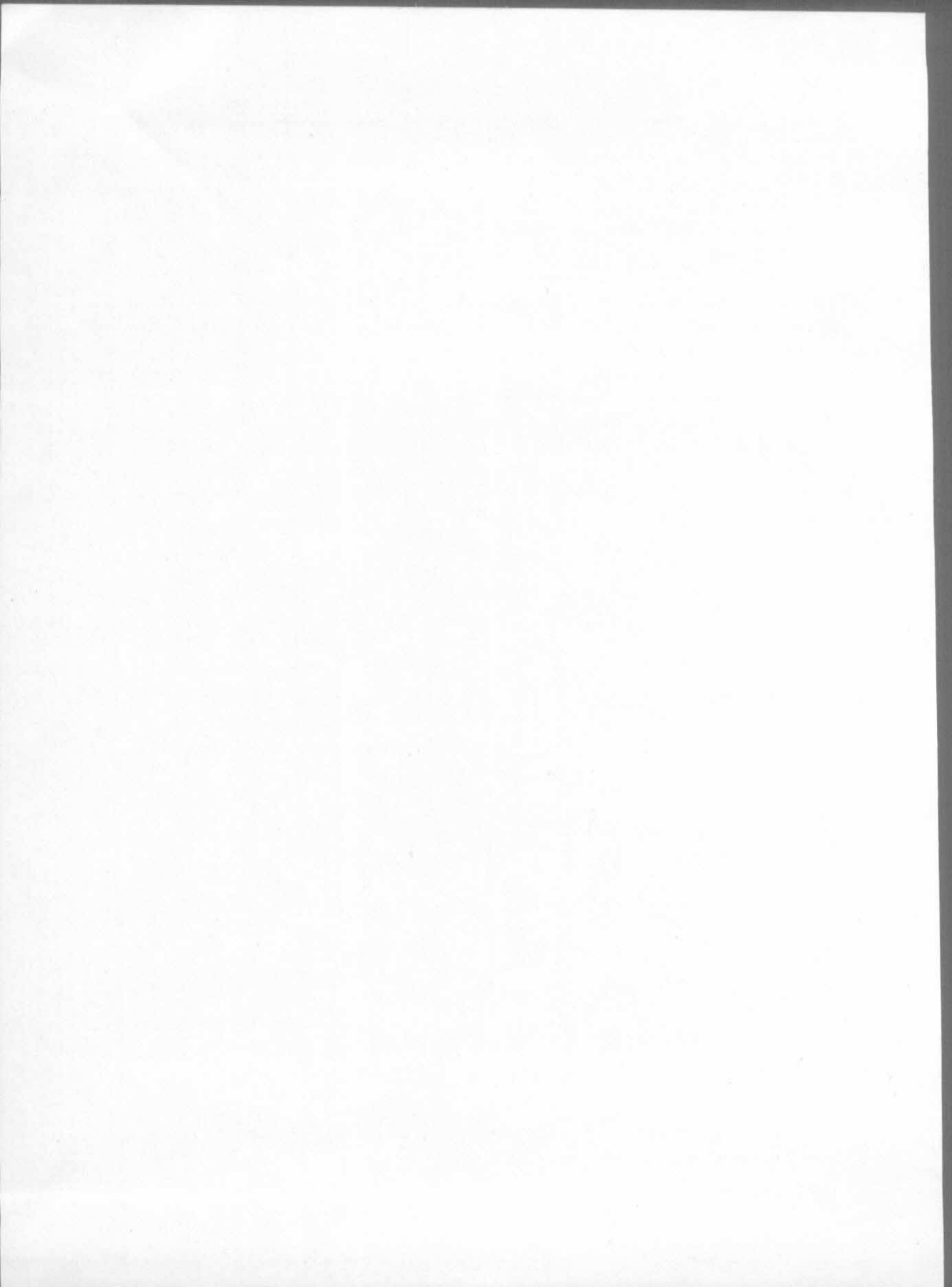
BENEFITS OF EDUCATION AND THE ROLE OF GOVERNMENT IN EDUCATION

By

Raheela Butt[*]

ABSTRACT

This study deals with the concept of economics of education that how men and society choose, with or without the use of money, to employ scarce productive resources to produce various type of training, the development of knowledge, skill, mind, character and so forth. It is concerned with the process by which education is produced, the distribution of education among competing groups and individuals and questions regarding how much should be spent by society (or any of its component individuals) on educational activities and what types of activities should be selected. Education contributes to economic growth primarily through its effects on productivity increase in productivity reflects increases in labour, skill as well as increase in physical capital. Notably, productivity rates and GNP have increased over the same period. One of the most obvious way' that education influences productivity is by upgrading the skills of the labor force. A more highly trained labour not only begin at a higher level of efficiency but adjusts more ably to technological changes. Education also provides the managerial talents necessary for the efficient utilization of available resources and promotion of imagination and incentives.

INTRODUCTION

According to Aristotle:

"Educated men are as much superior to uneducated men as the living are to the dead."

While Plato stated that

" The direction in which education starts a man will determine his future life."

Education is often regarded as the single most important determinant of a person's economic and social success. Any discussion of educational benefits must start with two basic observations. The first is that people with more education usually differ from those with less education though it is a matter of debate as to how far this results simply from education. The second observation is that individuals change as they obtain more schooling. Yet to what extents are changes the result of schooling? To what extent are the effects of maturing generally or of other experiences unrelated to education? Ideally, study of these issues should consider two groups of individuals similar in all respect except for the fact that one experienced a particular type of education and other did not. If advantages were observed only for those with the educational experience, then it would

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be possible to attribute those advantages to the education since no other factors could account for the differences.

In real world as opposed to ideal world of educational and social science research, it is impossible to study two identical groups, one with and without education. In the first place, in situations where certain individuals or groups of individuals reach a certain level of education and other individual or groups do not, there are clearly significant differences, other than educational attainment between the individuals or groups. This has resulted in many attempts to hold constant statistical factors, which different between attendees and non-attendees but which cannot be hold constant by selection of experimental and control groups, directly. The problem with attempts at statistical control is that one can never be certain that all-important differences have been taken in to account, because many factors may be either out of thought of or immeasurable.

CONCEPTS OF BENEFITS / RETURNS

Education contributes to economic growth primarily through its effect on productivity. Increase in productivity, (defined as output per unit of input) reflect increases in labour skill as well as increase in physical capital. Notably, productivity rates and GNP have increased over the same period. One of the most obvious way' that education influence productivity is by upgrading the skills of the labour force. A more highly trained labour force not only begins at a higher level of efficiency but also adjusts more ably to technological changes. [15] Education also provides the managerial talents necessary for the efficient utilization of available resources and promotion of imagination and incentive. [7] Additional ways education impacts productivity includes:

1. *Participation in labour force*
More educated workers are less susceptible to loss of time from unemployment and illness. Data found in most recent Statistical Abstract indicate that in the total civilian labour force those individuals with the lowest level of education have the highest rates of unemployment.

2. *Receptivity to new ideas and knowledge*
More educated workers are more likely to be aware of and respective to new ideas and knowledge.

3. *Improved quality of product*
More educated workers produce better goods and render services with greater skill.

4. *Greater efficiency*
More educated workers produce a greater quantity of goods and services in a given period of time because of their greater skill, dexterity and knowledge.

5. *Improved performance*
More educated workers exhibit better working habits, greater discipline and greater reliability.

Research has demonstrated the inference that education increases productivity. Analysis by production function has shown that " *differences...in productivity are related*

to differences in education and training of the labor force across states and regions and over time. [4]

DIMENSIONS OF EDUCATIONAL BENEFITS
There are several potential beneficiaries of the educational process. The first and the most obvious is private vs. social benefits.

PRIVATE VS SOCIAL BENEFITS
"Private" benefits are those benefits that are retained by the individual being educated. "Social" benefits, on the other hand, also include benefits that the individual cannot appropriate and that are therefore absorbed by other members of society. Generally, the person being educated is a member of society the private benefits is included in the social benefits. The social benefits then are the sum of the private benefits and other benefits (which the individual cannot capture).

The economist distinguishes private benefits from social benefits. Social benefits are ones that occur to people other than those being educated. If a student graduates from medical school he or she will obviously obtain the benefits of high income and the satisfaction of curing the sick. However, if that medical doctor were to pursue a research career and eventually develop a cure for a major disease, the beneficiaries of his or her education would be not only be the doctor who received income and acclaim, but other those who were saved from the disease by his or her discovery. Society is clearly better off because of the education of that individual and the individual has not appropriated all of the benefits of his or her education from him or her self: other derives (social) benefits above and beyond those (private benefits) received by the individual doctor.

Basic economic analysis leads to the inference that if decisions are made by individuals, who base their actions on the personal costs and benefits of education and if net social benefits are produced by education, from society perspective insufficient education will be purchased unless there is subsidy to purchasers. It is important to know what benefits accrue not only to students but also to society at large in order to devise policies that achieve the socially optimal amount of education.

PRIVATE NON-MARKET BENEFITS OF EDUCATION
Burton Weisbord was among the first economists who attempted to document and measure the non-market benefits of education both private and public. Washboard lists three types of non-market benefits to the individual. The first of these, what he termed *"the financial option,"* is that the acquisition of one level of education provides the option of acquiring the next level of education and gaining the benefits associated with it. This presumption is supported by evidence indicating, *"The productivity of an individual in producing increments to his or her own human capital is increased by additional schooling."* [13]

Another benefit to the individual mentioned by Weisbord is related to employment: education widens employment possibilities and increases the individual's adaptability to technological change and they're by the ability to remain employed. Weisbord refers to certain benefits as being *"non market"* in nature and resulting from the do it you types of work that an individual can perform as result of increased education. He gives as an

example the ability of a literate person to complete his or her own tax return. Not only does increased education provide the individual with the ability to engage in these do it yourself activities, there is also evidence suggesting that the unit value of hours spent on such activities may crease because of increased education.[13]

Another benefit of education to the individual that is not captured in wage differentials, but that is following the growth of indirect compensation programmes is the value of fringe benefits and working conditions. One study has estimated that the omission of such factors results in an understatement of the returns to education from 10% to 40% [12] increasing attention on this benefit has suggested that differences in education are associated with difference in fringe benefits and working conditions. [3]

Education has also been correlated with health, "probably because of schooling's contribution to information acquisition occupational and vocational choices and medical care usage." [13] Grossman found that not only was education positively related to an individuals' state of health, but also that education decreased mortality. [9]Among other non-market benefits of education are improved use of leisure time, more informed and efficient consumer behavior, and improved ability to manage personal assets. For example, Solomon found the more educated were more knowledgeable of investment options and were more inclined to save than the less educated. [6]

Social Non-Market Benefits Of Education
The social non-market benefits of education are often referred to as the external benefits of education or the externalities of education. Weisbord has classified these as: (1) residence related benefits. (2) Employment-related benefits and (3) societal benefits. The first two categories contain both economic and non-economic benefits. [1]

Residence Related Benefits
Residence related benefits are those that accrue to the family of the educated individual, to his neighbours, and to taxpayers at large. One residence-related benefits is the child-care services that schools provide. This service results in non-economic benefits to parents in the form of increased leisure time and in economic benefits in that it enables many mothers to work who might otherwise find it uneconomical to pay for childcare. A second example of an economic residence-related benefit, at least for male heads of household, is the effect of the wife's' education on the husbands' earnings. Benham found that the wife's education raised the husbands' earnings by approximately half as much as did his' own education. [5]

A major residence-related benefit of education is its intergenerational effects; studies have shown that "a strong correlation exists between the educational level of the parents and the likelihood that their children will embark on additional training as well." [2] Ribich, for example, found that two additional years of parental education resulted in 1.1 additional year of education per child. [14] Since increased lifetime income accompanies increased education, some measure of the economic effect of this intergenerational effect can be estimated. In so doing, Swift and Weishbord found that in the majority of cases they considered, the potential return to the child was more than enough to cover the full cost of the parents' education and still have a remainder sufficient to yield some positive returns to the child. [17]

Employment-Related Benefits

In today's industrial society the work process requires the coordination and cooperation of workers. Consequently, the employment-related benefits of education result from the effect the productivity of each worker has on the productivity of every other worker. Increased productivity of one worker may be affected by emulating a co-worker and learning his skills, or by being influenced by psychological and motivational factors resulting from work association with more educated co-workers.

Societal Benefits

In addition to non-market benefits of education gained by the individual and his family, neighbours and co-workers there are a number of equally important benefits gained by society. For one thing, as Thomas Jefferson noted, an educated citizenry is necessary for the functioning of a democratic society. Not only are the more educated more likely to be informed regarding political and societal issues, due perhaps to the reading material they choose, but they are also more knowledgeable of political processes and are thus more able to make their views heard and more likely to participate in the democratic process. A more direct benefit to the society of a more educated populace is the reduction in expenditures for the criminal justice system. It is a fact that a person with a lower level of educational attainment has more limited occupational choices; lower income and greater likelihood of unemployment may increase the potential of his *"turning to illegal means to fulfill his desires (social & economic desires)."* A finial and major societal benefits of education is its impact on income distribution and income differentials. Education has traditionally been viewed as a means of providing economic equality. Students and their parents, many of whom admit their primary motive for gaining additional education is to improve their financial status, have shared this view. It is also shared by government as demonstrated by their increasing substantial investment in the education enterprise.

Consumption Benefits Of Education

Consumption benefits of education can be regarded as those that fall within the *"new theory of consumer behaviour,"* even though most occur later in the life cycle and therefore can alternatively be received as a non-monetary return on an investment. Higher earnings are a pure investment return, however, and hence are considered separately under investment returns [10] and under expected rates of return to education. [8] In considering consumption benefits, those studies will not be included that do not eliminate the benefits from education due to higher earnings.

Role of Government in Financing Education in Pakistan

Financial constraints have all along been a major issue in the development of education in Pakistan. As the national documents shows that Pakistan allocates, on the average, 2.2 percent of GNP (8% of national budget) for education, which is very low as compared to other developing countries or the needs of the education sector. UNESCO recommends at least 4 percent of GNP (or 20% of the national budget) for education in developing countries like Pakistan. Although allocation / spending for primary education has substantially increased yet it does not match with the needs especially of

universalization of primary education in all its three dimensions, namely, universal access, universal retention and universal achievement. Secondly, the budget for literacy and teacher education is still very nominal. Not only is the financial allocation for primary education meager but the utilization is also very low as is evident from the fact that during the 1st, 2nd, 3rd, 5th, 6th and 7th Five Year Plans the short fall was 56%, 71%, 64%, 45%, 50% and 52% respectively. Though the situation improved during the 7th Plan, especially after 1990, yet the absorptive capacity of the system is still not satisfactory. Secondly, lack of optimum and effective utilization of funds is also a constraint.

No doubt, these trends of financing education in Pakistan need much improvement. The requirements of the education sector are much higher than the level of availability of resources. As to the proportion of GNP expenditure in education, no considerable increase could be possible. On the average, 2.13 percent of GNP is spent on education, while many developed countries invest about six percent of GNP on education. In developing countries the corresponding figure is around four percent. Many countries of this region have enhanced their education budget to more than 3 percent of GNP. Among the SAARC countries Pakistan's investment in education sector is the lowest.

Basic Education
National Scenario

It is also important to note that during the post Jomtien period, within the education sector, basic education has been assigned highest priority. Actually the Pakistani educational planners, policy makers and financial managers have begun to realize that, investment in basic education yields high economic returns to the society. Furthermore, a multitude of externalities and benefits are associated with primary education, including positive effects on health, reduction in infant mortality rate, and reduction in crime rates. This realization has been reflected in stepping up the levels of public sector allocations and expenditure on primary education. It is also evident from the steadily and constantly increasing percentage of allocations for basic education, since 1990. Budget allocations for basic education increased around 14% (from 43% to 57%), over a short period of nine years (1990-99), average being 48% of the total education budget. Inter sectoral allocation of resources in education is considerably improving over the years, in favour of primary education. However, GNP allocations for basic education had been meager, i.e. 1.12% on the average, during the nineties. [18]

Total allocations for basic education, including primary teacher education and literacy, had been 203 billion rupees. It included Rs. 31.6 (15.5% of total) billion development budget and 172 (84.5% of total) billion recurring budget from 1990-1999. Average allocations per annum amounted to 3.5 billion rupees for development and 19 billion for recurring expenses. Further details may be seen in the following table:

Table
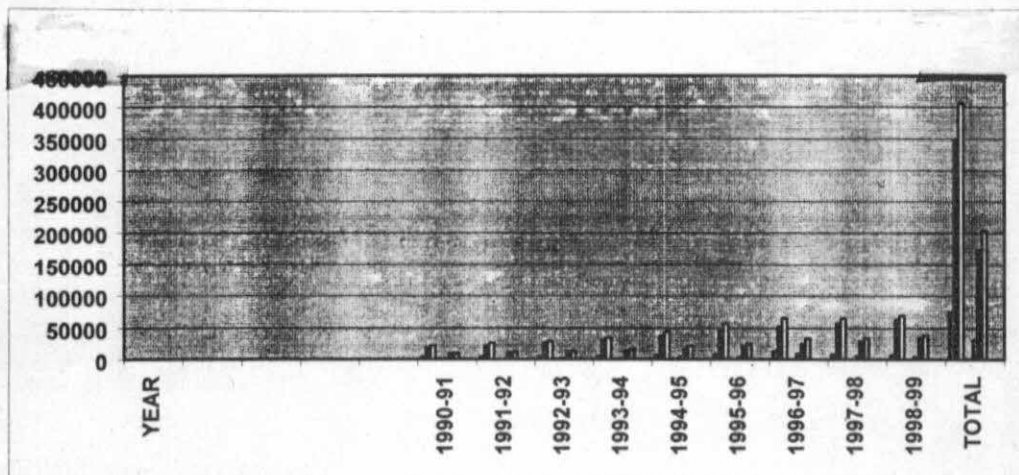
Provincial Scenario

Total allocations for development of primary education during post Jomtien period (1990-99) had been Rs. 29.5 billion, which was certainly inadequate in view of the needs and requirements of the country. Following is the Province-wise allocation; Punjab Rs. 12.5 billion; Sindh 5.3; NWFP 8.5; Balochistan 2.3 and Federal 0.9. Year-wise allocations and other details are given in the following table:

PROVINCE-WISE PRIMARY EDUCATION DEVELOPMENT BUDGET / ALLOCATIONS (PUBLIC SECTOR) YEAR-WISE SINCE 1999

(Rs. In million)

Province/ Area	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	TOTAL 1990-99
Punjab	222.06	123.65	138.97	1059.50	2062.16	1986.81	2749.59	2395.00	1850.47	12586
Sindh	295.00	346.95	274.13	386.00	468.00	710.63	1642.86	791.75	446.49	5262
Nwfp	173.16	296.32	1007.25	391.63	105.09	609.00	2810.00	1710.28	1389.71	8492
Balochistan	37.40	150.61	126.00	149.87	235.07	196.38	1160.03	158.96	83.45	2297
Federal	414.61	35.41	18.21	25.20	53.56	72.61	132.60	47.49	83.41	881
Total	1104	850	1561	2012	2924	3575	8495	5260	3853	29539

Source: **Planning and Development Wing, Ministry of Education**

PROVINCE-WISE PRIMARY EDUCATION DEVELOPMENT BUDGET / ALLOCATIONS

Legend: ■ PUNJAB ■ SINDH □ NWFP □ BALOCHISTAN ■ FEDERAL ■ TOTAL
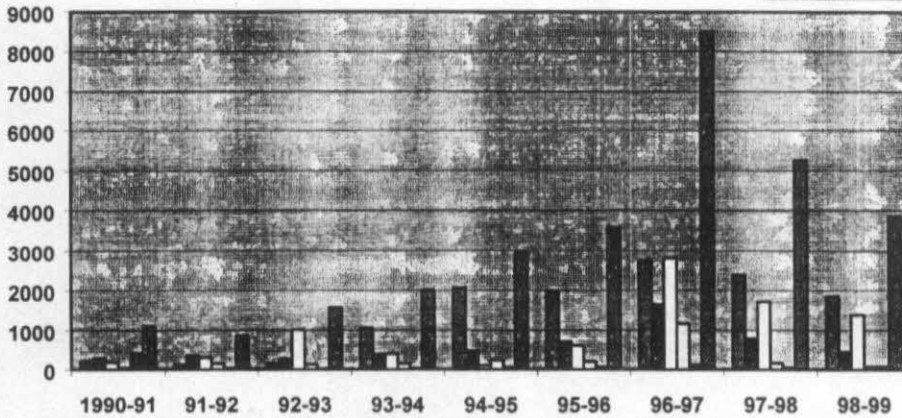
Recurring allocations from 1990-99 come out to be 168.6 billion, which is almost six times more than the development allocations during the same period. More than 95% of recurring budget is consumed on salaries of teachers and other leaving around 5% for A.V aids, teaching learning materials and such other necessities. Province-wise break-up of recurring budget is given in the following table:

PROVINCE-WISE PRIMARY EDUCATION
RECURRING BUDGET/ ALLOCATION
(PUBLIC SECTOR)
YEAR-WISE SINCE 1990

(Rs. In million)

Province/ Area	1990-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	Total 1990-99
Punjab	4765.46	5941.72	6018.27	7882.06	9404.85	12248.42	14788.71	17889.80	19885.74	98820
Sindh	1623.23	2336.56	2685.75	3132.02	3982.30	4761.83	4944.85	5687.26	8434.48	37589
Nwfp	1222.40	1559.69	1784.17	1799.08	2473.93	2849.61	3344.12	3884.76	4306.70	23225
Balochistan	474.90	615.18	750.00	921.75	921.57	721.43	992.95	1056.00	1313.33	7767
Federal	95.38	112.64	138.47	106.21	114.24	135.80	153.71	157.53	170.89	1185
Total	8181.36	10565.79	11376.66	14239.70	17332.94	21164.62	24708.44	29272.35	34703.13	168590

Source: **Planning and Development Wing, Ministry of Education**

56

PROVINCE WISE PRIMARY EDUCATION RECURRING BUDGET

Legend: PUNJAB, SINDH, NWFP, BALOCHISTAN, FEDERAL, TOTAL

Years: 1990-91, 91-92, 92-93, 93-94, 94-95, 95-96, 96-97, 97-98, 98-99, 1990-99, TOTAL
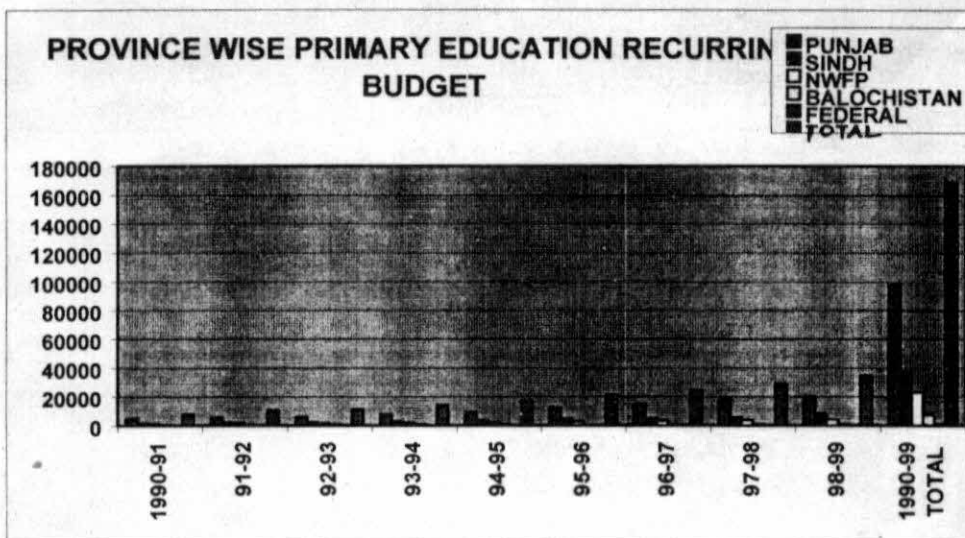
In Pakistan, especially in the education sector, including basic education, wherever is allocated/earmarked is not fully released, and whatever is released is not fully effectively utilized. Inadequacy of financial resources aggravated by poor implementation machinery, necessities immediate and effective steps to salvage the twin problems of finances and management. Accordingly, the physical targets proposed the policy have been modest and aligned, to a great extent, with the physical targets and financial expenditure envisaged in the Ninth Five-Year Plan.

The policy (1998-2010) proposed an allocation of Rs. 709,209 million for the improvement and expansion of education during the next five years. This also includes an amount of Rs. 150,000 million, which will be generated through the private sector. [19] This fits in with the overall policy of the government assigning high priority to education. It also fulfills the national and international commitments, which the government has made. While allocating the overall resources, an attempt has been made to restrict the development expenditure to Rs. 141,857 million, out of which almost 20% is expected to generate through the involvement of private sector. The government shall continue to finance this level of education in a major way through the Social Action Programme. The remaining sub-sectors like secondary education, technical and vocational education and tertiary education are expected to invite private sector financing through liberal investment policy initiatives of the government. [19]

Given the budgetary constraints for social sectors including education, ESR package has been prepared at a cost of Rs. 55.5 billion for year 2001-2004.

FINANCIAL REQUIREMENTS FOR ESR
ACTION PLAN 2001-2004

(Rs. In billion)

Programme	YEAR-I	YEAR-II	YEAR-III	TOTAL
Elementary Education	4.0	8.0	15.1	27.1
Technical Education	1.0	1.0	0.2	2.2
Higher Education	1.0	4.4	5.2	10.6

Quality Assurance	2.0	2.2	2.1	6.3
National Literacy Campaign	1.5	3.0	4.5	9.0
Public Private Partnership	0.1	0.1	0.1	0.3
Total	9.6	18.7	28.3	55.5

Source: **ESR Action Plan 2001-2004, Ministry of Education**

PUBLIC SECTOR DEVELOPMENT PROGRAMME (PSDP)

An amount of Rs. 1.574 billion has been allocated as a line budget under PSDP 2001-2002 for ESR thrust areas. The detail is given below:

PSDP ALLOCATIONS FOR
EDUCATION SECTOR REFORMS 2001-2002

(Rs. In billion)

S.No	Programme	Budget	%Age Of The Total
1	Adult Literacy	350	22.24
2	Education for All	300	19.06
3	Introduction of Technical Stream in Provinces	400	25.41
4	Revamping Science Edu. at Secondary Level	100	6.35
5	Higher Education & Quality Assurance	350	22.24
6	Minor Projects and Innovative	74	4.70
	Total	1574	100

Source: **ESR Action Plan 2001-2004, Ministry of Education**

ESR funds have been distributed among Provinces in accordance with National Economic Council (NEC) formula, given below, after setting aside 10% for Federal Areas including FATA / FANA / ICT and AJK.

NATIONAL ECONOMIC COUNCIL FORMULA FOR DISTRIBUTION OF DEVELOPMENT ASSISTANCE

(Rs. In billion)

Province	Population (1981)	%Age Share	90% Distribution On Population Basis	Weightage Of Less Developed Province	Share (% Age)
Punjab	47.92	57.88	52.09	-	52.09
Sindh	19.025	23.28	20.95	-	20.95
Nwfp	11.061	13.54	12.19	5.00	17.19
Balochistan	4.332	5.30	4.77	5.00	9.77
Total	81.710	100.00	90.00	10.00	100.00

Source: **ESR Action Plan 2001-2004, Ministry of Education**

An additional amount of Rs. 2.00 billion has been allocated by the Ministry of Finance for comprehensive area based rehabilitation of Education Sector during the current financial year. The break-up of these funds is given in a table mentioned below:

BREAK-UP OF ADDITIONAL ALLOCATION FOR EDUCATION

(Rs. In billion)

Province	Allocation	Rehabilitation of Facilities	Capacity Building	%Age	Nec Formula & W T			
					NEC	-Wt	+Wt	Wt
Punjab	937.656	703.242	234.414	46.88%	57.88%	52.09	-	52.09
Sindh	377.136	282.852	94.284	18.86%	23.28%	20.95	0	20.95
Nwfp	309.348	232.011	77.337	15.47%	13.54%	12.19	5	17.19
Balochistan	175.860	131.895	43.965	8.79%	5.3%	4.77	5	9.77
Federal	200.000	150.000	50.000	10.00%	10 % of 2000			
Total	2000.000	1500.000	500.000	100.00%	100	90	10	100

Source: **ESR Action Plan 2001-2004, Ministry of Education**

Financing of the ESR Action Plan is being undertaken through a multi-dimensional strategy. A comprehensive exercise is underway by the Ministry of Education to estimate the financing gap of ESR and EFA action plans. Given the ESR requirements of Rs. 9.6 billion, Rs. 18.75 and Rs. 27 billion for 2001/2, 2002/3 and 2003/4 respectively, the PSDP and ADP allocations from the Federal and Provincial governments have been calculated to estimate the financing gap. It is estimated that the financing gap for the ESR Action Plan 2001-2004 amounts to Rs. 0.84 billion for Year I, Rs. 9.33 for Year II and Rs. 14.85 for Year III.

The estimates are based on two assumptions, viz., 1) that the allocations are duly released, and 2) that there are no economy cuts on budget. The gap for Years I, II and III amounting to Rs. 25.02 billion [20] may be bridged by the development partners.

ESR FINANCING GAP 2001-2004

(Rs. In billion)

Programme	I Year			II Year			III YEAR		
	Allocation	Programme	Gap	Allocation	Programme	Gap	Allocation	Programme	Gap
Elementary Education	2.885	4.00	1.120	3.098	8.00	4.91	3.996	15.00	11.01
Technical & Science and Secondary Education	2.95	1.00	-1.92	3.13	1.00	-2.13	4.04	0.2	-3.84
Higher/ College Education	1.76	1.00	-0.76	1.89	4.40	2.51	2.44	5.2	2.76
Literacy Campaign	0.784	1.5	0.720	0.841	3.00	2.160	1.086	4.5	3.424
Public Private Partnership	0.284	0.1	- 0.184	0.306	0.15	- 0.156	0.394	-	- 0.394
Teacher Training Resource Centres	0.140	2.00	1.86	0.150	2.20	2.05	0.190	2.1	1.910
Total	8.78	9.60	0.84	9.42	18.75	9.33	12.15	27.0	14.85

Source: **Ministry Of Education & Provincial Departments Of Education**

The financing gap for ESR is Rs. 0.84 billion for year 2001-2002. A major activity underway is to identify patterns of existing resources allocated for ESR / EFA areas at the federal and provincial levels in recurrent and development budgets that the financing priorities as well as gaps are fully reflected. A concerted effort will be made to include contributions to the ESR targets by other departments and initiatives, viz. Social welfare, health, labour and Interim Poverty Reduction Strategy Paper.

While addressing the High Level Group Meeting on Education For All (29-30 October, 2001) at Paris, the Federal Education Minister highlighted the process towards EFA in local, national and regional contexts. The key elements were:

➤ Macro level initiatives: Poverty Reduction Strategy (PRS); Devolution and good governance
➤ Journey towards the National Plan of Action (NPA) & its financing
➤ Regional Alliances
➤ The Afghan crisis and education for reconstruction
➤ Recommendations for the future [20]

EFA Action Plan (2000-2015) has been prepared at estimated cost of Rs. 430 billion. Sector wide estimated cost is Rs. 202 billion for Primary Education, Rs. 180 billion for Adult Literacy and Rs. 48 billion for Early Childhood Education

TOTAL PUBLIC SECTOR COST ESTIMATES OF NPA

(Rs. In billion)

Cost	Phase-I 2000-2005	Phase-II 2005-2010	Phase-III 2010-2015	Grand Total
Development	56.90	30.05	39.15	126.10
Recurring	62.84	104.43	136.52	303.79
Total	119.74	134.49	175.67	429.89

Source: **ESR Action Plan 2001-2004, Ministry of Education**

Last but not the least, the Ministry of Education proactively initiated a series of workshops in 2001, on *Devolution and implications for Decentralization*, to consider new roles and responsibilities at the federal, provincial and district levels to optimally achieve ESR targets.

CONCLUSION

The education enterprise is a vast economic activity. Significant public and private resources are invested in this enterprise each year. Investment in education can be considered capital investment since education itself may be considered a form of human capital an asset embodied in an individual that can be used to produce a stream of future earnings. Education has made a major contribution to national economic growth through the improvement of labor quality and the resultant impact on productivity.

While clearly investments in education yield direct market benefits in the form of higher personal and national income, ignoring the non-market benefits of education would result in a significant understatement of the true value and benefit of education. Non-market benefits to the individual include the option of acquiring additional education, widened employment possibilities, decreased unemployment, improved fringe benefits and working conditions, improved health and longer life, improved use of leisure time, more informed and efficient consumer behavior and improved ability to manage personal assets.

Education also benefits the family of the individual receiving the education by providing child-care services, improving the health of the spouse and children, increasing the ability of the family to control family size, and positively affecting the educational achievement of offspring. Higher education is also positively related to voluntary community involvement and charitable giving. Coworkers and employers of the educated benefit from the effect, that more educated worker has on the productivity of other workers.

The large society gains from the education of its citizens by increased political participation and employment and decreased expenditure for law enforcement and welfare. And finally, while the evidence on the effect of the education on income distribution remains in conclusive, education is related to decreased income disparities among individuals of different races and sexes at the same level of educational attainment.

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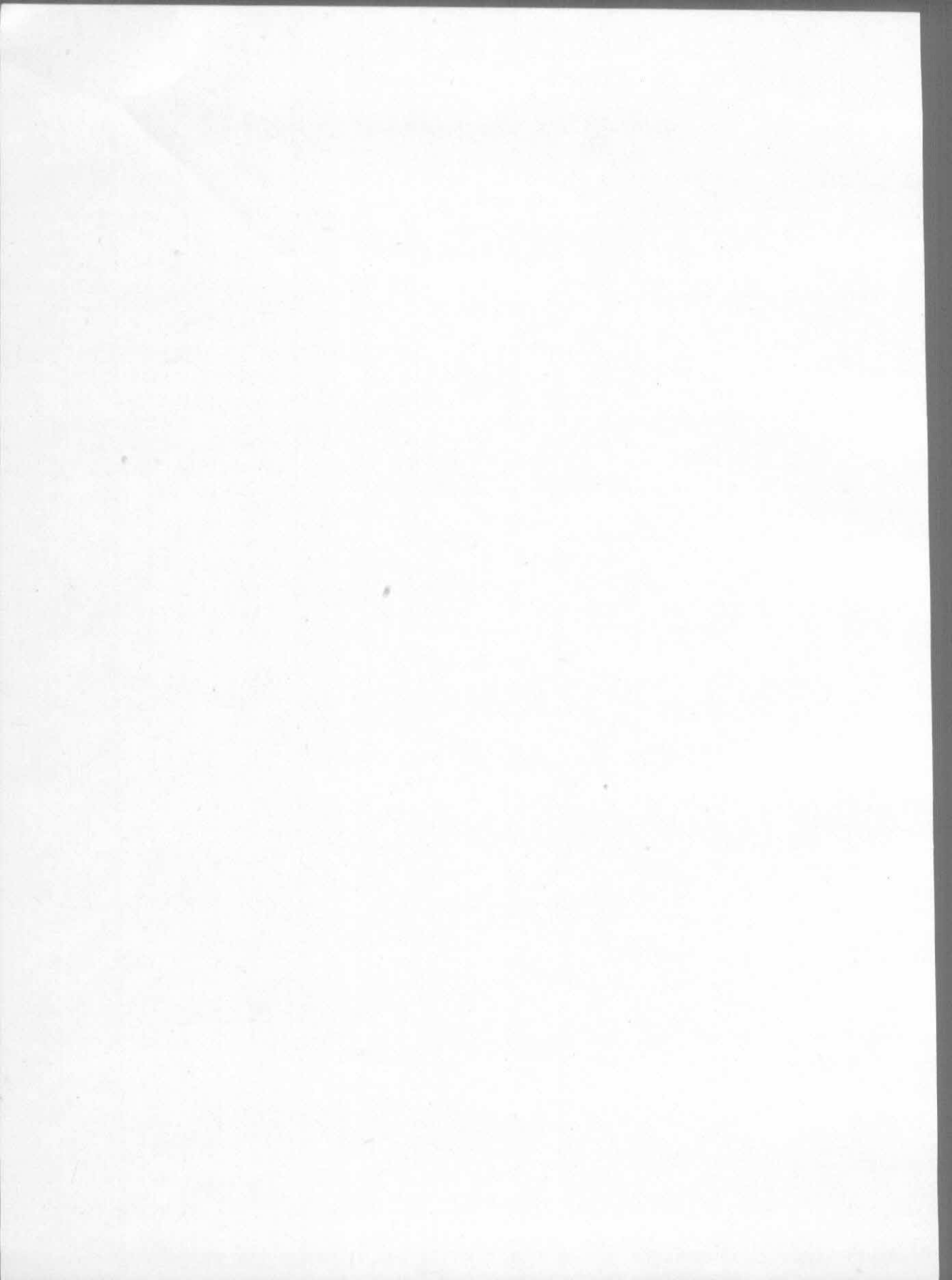
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CURRICULUM DEVELOPMENT IN PAKISTAN: PROBLEMS AND PROSPECTS

By

Nabi Bux Jumani*

ABSTRACT

Education refers to the entire social process through which members of a nation acquire values, beliefs and standards of a society. At the same time the ideology, ideas and beliefs held by the people at a particular time, shape the educational institutions. The national experts are assigned the task to design the educational system aiming at transmitting the cultural heritage to the younger generations. In the modern society, it is education that guarantees the effective functioning of the socio-economic system. It is because of this, that education has been recongnised as an instrument for national development in the sphere of education, it is the curriculum that is considered to be the most potent tool to bring about the desired changes in the society. By designing and executing the curriculum for specific social and cultural objectives, the teacher control and guides the learning experiences of the students.

Sharma and Nohra (1993) are of the view that curriculum is the basic instrument which is designed and carried out as a series of meaningful and guided experiences directed towards the attainment of specific objectives. Curriculum is, indeed, a medium through which educational aims and policies are translated into teaching procedure. In Pakistan, a number of educational policies have been adopted after independence and consequently many changes have been incorporated in the curriculum to align it with the national needs and policies. A number of problems have been identified and some of them still exist related to the development and implementation of curriculum.

Significance

Curriculum Development may refer to prepare of operation for putting into use an existing syllabus, including the selection of textbooks and instructional materials, or it may mean producing a syllabus and the accessories needed for using it in the class. In particular, it may mean the writing of textbooks, teacher guides and preparation of teaching aids. In the context of these concrete things the paradigm of curricular revolves around determination of objectives of that certain subject, designing course material, suggesting teaching methods are evaluation for the attainment of programme goals.

Development is usually not used as a technical term, although in several areas, such as Mathematics, Science & Technology etc, it has a particular denotation. Development refers to a fuller. According to J.F. Kerr (1968, p.5) "All the learning which is planned and guided by the school" whether it is carried on in groups or individually, inside or outside the school, G.A Beanchamp (1968, p.34) says, "(a curriculum is) ... a design of a social group for educational experiences of their children in school" Similarly, Jenkins

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and shipman (1976, p.6) take a broad definition, whereby "curriculum" includes implantations and the outcomes by mentioning that:

> "A curriculum is the formation and implementation of an educational proposal to be taught and learned within a school or other institution and for which that institution accepts responsibility at three levels, its rationale its actual implementation and its efforts just to describe a curriculum is a complex task."

Disclosure or working out of the details of anything, as a plan, a plot of a novel comes closest to the meaning suggested to the expression of curriculum development. The preparation of plan would not constitute a part of development, but only the elaboration of the plan of putting it into the practice. In ordinary usage however, development may refer to preparing a plan as well as working out its details. Hence, the Phenomena of curriculum development is based of educational activities.

Curriculum defined

Curriculum as considered by a layman, is a term that includes all the subjects taught in any educational institution. But literally it is not related to only collection of the subject matter. It has many aspects. It reflects in fact what people think, feel, believe and do. Curriculum experts have defined curriculum in different words keeping in view its contents, purpose and implementation. Curriculum includes all the learning experiences, which a student experience, that are planned and executed by the school for the attainment of national goals.

Dimensions of Curriculum

Farooq (1993 p.227) opines that "all school activities as teaching in the classrooms; clubs, sports, students' councils etc are all part of curriculum". Curriculum is multidimensional. It includes the goals, objectives, content, process, resources and means of evaluation of all learning experiences planned for the pupils both in and out of the school and community through classroom instruction and related programmers It includes field trips, library programmes, work experiences, educational guidance and extra classroom activities, etc.

Aspects of Curriculum

Curriculum has two aspects:
a. Curriculum improvement, which is related to bringing about general changes in the curriculum keeping in views the cultural, social and job requirements of the society.
b. *Curriculum change to frame a totally new curriculum to bring about a radical change according to national need*

Curriculum Development

The term curriculum development is of a recent origin. Nicholls' are of the opinion that curriculum development means, the planning of learning opportunities intended to bring about certain changes in pupils and the assessment of the extent to which changes have taken place (Nicholls Audeay, Nichells, S. Hawar, 1985. p.14).

66

Forces Influencing Curriculum Development

The world is shaping into global village. With the introduction of new developments and innovation, society is changing rapidly. Schools are also part of the society and have to accept changes related to the structure of the schools, training aids teaching methods and techniques of examinations etc. Shaw has identifies five major forces that warrant unprecedented changes in curriculum as given in the Encyclopedia of Educational Technology (1973, PP464, 566)

a. Social, Economical and Demographic

Due to rapid industrialization there is a major shift and flight of the people from rural to urban environment. This change in the trends of society forces a curriculum worker to bring a change in the curriculum too.

b. Technological advances

The rapid advancements in the technical field are affecting the society, and machines are replacing men. So there is a greater demand of higher level of technical and professional training. To cope up with this demand a change is required in the curriculum.

c. Political Forces

These forces are related to legislative and judicial decisions due to which change in the curriculum becomes a must.

d. Acquisition of Knowledge

New knowledge is being developed and related to all disciplines, especially physical and natural sciences. To accommodate this knowledge in the content areas, a change is required in the curriculum.

e. Advancement of Curriculum Theories

There are advancements in the theories related to curriculum based on sound research. These advancements force a change in the curriculum.

Farooq (1973, pp24-25) has mentioned following factors which affect the change in the curriculum:
a) Historical precedent and traditions
b) Cultural patterns and social aims
c) Education of philosophy, research and experimentation
d) Text books as curriculum determinants.
e) Administrative structure and organization

Steps in Curriculum Development

Hilda Taba has suggested following steps to be followed in the process of curriculum development as quated by Siddique, M, (1978, P.23)
a)   Diagnosis of needs of the society and specially the learners

b)   Formulation of the objectives.
c)   Selection of the contents keeping in view the significance, interest, utility and social needs of the students
d)   Organization of the contents.
e)   Selection of learning experiences
f)   Organization of evaluation process and means of evaluation.

Characteristics of a good curriculum
A good curriculum should possess the following characteristics:

Development of Social Understanding
The exercises, which develop in children understanding about society, social problems, and social relationships, are of great importance for their inclusion in curriculum. Every child is a member of an existing society and he should be trained in such a manner that he becomes and asset to the society to contribute in its full development.

Promotion of Maximum personal development
Every curriculum plan must resolve the issues of individual differences verses group standards. The exercises covering a vide range of interest and overall individual development are pre-requisites for a good curriculum.

Promotion of continuity of experiences
Continuity of experience and proper sequence of learning is one of the most important aims of curriculum planning. Past, present future experiences show a constant relationship and are based upon one another.

Provision of Educational Goals
In a good curriculum all required experiences are given proper attention. Goals serving experiences are provided for varying abilities and needs of all learners not mere three 3Rs. Provisions are made to maximize individual development and group interaction. Curriculum plans must include provision of all education goals and suggest requirements, time allotment, and suggest requirements, time allotment, and other ways of giving balanced attention to each goal.

Utilization of effective learning experience
Provision should be made for adequate equipment and material for making effective learning experiences. The teacher should explore and use a vide range of resources for fulfilling the desired goals and end of learning experiences.

History of Curriculum Development in Pakistan
Immediately after independence, Pakistan inherited an educational system that was designed by Lord Macaulay to suit the requirements of the British rulers. The system was

to mainly produce a class of people Indian in blood and colour but English in moral, taste and intellect. This borrowed system had some structural imbalances. There was a need to reshape system of education to bring it in line with the national aims, ideals and aspirations. To meet these requirements, First Educational Conference was held at Karachi in November – December 1947. As a result of the proceedings and recommendations of the conference, an Advisory Board of education was appointed which in 1952 recommended for the restructuring and reorganization of curriculum.

The first formal exercise of curriculum development was undertaken as a result of the report of the commission on National Education 1958. The commission recommended the constitution of permanent organization to carry out continuous study and research into curriculum matters (8:119). Taking action on the recommendation of the commission, the Ministry of education appointed a Curriculum committee for Primary and Secondary education.

In the mid sixties the new concept of integrated and modernized science course was introduced (10:1). This effort initially confined to science education but was later carried on into other areas also. It was a great contribution made by a group of scientist and curriculum specialists that they had succeeded in preparing people mentally for the change. The next significant and important curriculum improvement step was under taken under the education policy 1972-80. The significant reform was the adoption of taxonomical, affective and psychomotor domains of learning (9:82). The learning experiences were also clearly defined in the curriculum activities and textbooks were developed for all the subjects. A major exercise was also under taken in 1977 for the improvement of the curriculum. Presently a permanent organizational structure exists at the federal and provincial levels to deal with the review, evaluation and improvement of the curriculum to bring it in line with the national needs.

Organisation of Curriculum Wing- Ministry of Education

It is a developed form of the National Bureau of Curriculum and Textbooks, which was set up as a result of decision taken at the governor's conference held in February 1967 (1:5). It assumed a supervisory role over the provincial bureau of curricula and provincial textbook boards with the enforcement of act of 1976. (Federal supervision of curriculum and textbooks and maintenance of standard education).

Functions

The curriculum wing has been charged with the following functions (1:6-7)
1. To assist and advise the government in the formulation and implementation of national policies and programmes of curriculum development, text book production, teacher education and evaluation.
2. To provide leadership in curriculum development, textbooks production, teacher education and to co-ordinate the activities of the provincial curriculum bureau/centers.
3. To conduct research on different aspects of curriculum for classes 1-1x and publish curriculum bulletins and hand books.

69

4. To collect information and data of other countries on curriculum development and textbook production for research and dissemination among the provincial agencies.
5. To provide guidance and resource material to textbooks and training of teachers.
6. To maintain liaison with education institutions and authorities in Pakistan and with international agencies such as UNESCO,IBE, UNICEF, ILO and with curriculum development origination in other countries.
7. To develop instructional material modules audio-visual aids based on curriculum needs for classroom use.
8. To develop curricula for in-service and pre service training of teachers and to produce teacher guides and manuals.

Provincial Curriculum Organisations

In each province, there is a Curriculum Centre/Bureau that works in close collaboration with the national curriculum wing. These works in close collaboration with the national curriculum wing. These bureaus perform following functions:
    a. To develop the curriculum.
    b. To analyse and evaluate curriculum to see its effectiveness, suitability and practicability.
    c. To provide in-service training to personnel in education for effective implementation of curricula.
    d. To suggest changes in teachers-education curriculum.
    e. To develop plans for proper implementation of the new curriculum.

Mechanism of Curriculum Development

Various steps involved in curriculum development are as under;
    a. Curriculum Wing, Ministry of Education requests the provincial curriculum centres/bureaus to prepare a draft of curriculum for each subject taught in various classes up to class XII.
    b. Provincial centres call in committees of experts, teachers and subject specialist on each subject.
    c. Provincial curriculum committee prepares curriculum plan.
    d. The draft plan is sent to the curriculum wing.
    e. Curriculum wing circulates the draft to the selected teachers, subject specialist in schools, colleges and other agencies concerned and invite their comments.
    f. The comments are reviewed in the curriculum wing.
    g. The national committee of curriculum scrutinizes the draft in the light of comments and micro testing.
    h. The committee submits its recommendations to the ministry of education.
    i. Secretary education accords necessary approval.

j.   The curriculum scheme is passed on to the provincial Text-Book Boards for preparation of textbooks.

Review of the textbooks.

Problems in Curriculum Development

Some of the major problems identified in the development and implementation of curricula are as follows:

a.   Inadequate Finances: Curriculum change and development requires financial support. Financial resources are required for the availability of supporting services in the form of new teaching material, in service teachers training etc. Textbooks need revision. Inadequate funds are allotted to the curriculum wing, which are insufficient for undertaking the responsibilities.

b.   Teachers Unwillingness to Accept Change: Whenever there is an effort to bring about changes in the curriculum, these changes are strongly opposed by the teachers because they require hard work and effort to understand new concepts and ideas.

c.   Lack of Communication: There is no system of communication between the curriculum developers and those who are responsible for its implementation at the grass root level i.e. teachers.

d.   In-Service Training: New curriculum requires the training of teachers and introduction of new learning activities and teaching strategies. This aspect is not attended to due to lack of financial resources and training facilities. So teachers are not prepared and involved in the desired change.

e.   Supporting Services: Major problem faced in the implementation of curriculum reforms at the grass root level is that arranging for necessary supporting services. According to Farooq there is a need for training of supervisors and administrators, timely production of adequate textbooks, provision of teaching aids, laboratory equipment, supplementary reading material etc. (1:36). There is a lack of these services.

f.   Evaluation and Feed Back: Curriculum development is not a one-time measure rather it is a never-ending process. Pakistan has a proper system of curriculum development but there exists no system of feed back and constant evaluation.

g. Non Availability of Qualified Curriculum Specialists: Curriculum development requires special knowledge and expertise. It requires trained staff having innovative ideas and concepts. At present adequately qualified curriculum specialists in the relevant subjects are not available (10:178), Personnel serving at curriculum wing at national level and provincial bureau are transferred from the education department and do not possess special knowledge about curriculum development.

h. Centralized Curricula: The curricula for all the levels of school education are centrally based, despite the representation of provinces in the national curriculum committee (7:81). The centralized curricula hardly cater for local needs of children particularly of rural areas. The curricula Wing of Ministry of Education, however, coordinates with provinces Bureaux of curriculum.

i. Textbooks: Government is not only directly involved in the choice of textbooks at all levels, it actively participates in their production (3:153) Bhatti says that curriculum bureaus deal with the curriculum but do not develop curriculum. They arrange to review the textbooks but do not themselves review the textbooks, nor have the expertise to do so (1:178). So textbooks development has suffered from lack of specialization in different subject areas coupled with the knowledge of pedagogy and expertise in writing textbooks, supplementary reading material and guidebooks for teachers.

j. Curriculum more urban oriented: Farooq opines that uniformity has always been misinterpreted in Pakistan (2;29) Since mostly the committee members are from urban areas, the curriculum of all the subjects is urban oriented.

k. Lack of link with Local Environment: The curriculum activities in the classroom are confined to what is detailed out in the textbooks and lack the exposure and relevance with the local environments and society needs.

l. Faculty Examination System: Kalim is of the view that the examinations are a vital factor in curriculum improvement, which have become stereotyped and thus meaningless (4:78).

m. School Dropouts: School dropouts pose a serious a serious problem to educational planners and require a periodic revision of the curriculum.

n. Differences in Curricula: At present, the curricula for the government and most of the private schools are different which leads to the national disintegration of the society.

o. Lack of coordination amongst various agencies: There is lack of coordination amongst various agencies, centrally controlled curriculum, financial resources, poor quality and late provision of textbook, lack of information, limited use of education techniques, ambiguous and controversial statement have been major drawbacks in the process of curriculum development in Pakistan.

Recommendations

In the light of above discussion, following recommendations are made for the improvement of curriculum and its implementation:

a. Curriculum development should be considered a continuous and normal activity rather an activity to be undertaken on demand.

b. Research may be conducted to determine the relevance of the new curriculum to the socio-economic needs of the society.

c. Local situations and environmental conditions should form basis for all curriculum development.

d. Experienced and competent teachers may be involved in the curriculum development process.

e. Special efforts should be made to raise the basic education standard of primary and secondary school teachers.

f. Teacher training should be properly organized. Both in-service and pre-service teachers training programmes should be modified according to curriculum plan.

g. Audio-visual and other teaching material be produced, tested and provided in time to all concerned.

h. A permanent communication channel should be evolved between the curriculum development staff and teachers; the system may include periodical reports/suggestions from individual teachers for the curriculum improvement.

i. Sufficient finances be provided to the curriculum wing/bureau needed for undertaking their responsibilities.

j. Skills and specialized knowledge of curriculum development be considered a pre-requisite for appointment to the curriculum development organizations.

k. The quality of the textbooks may be improved and their timely availability may be ensured in the market.

l. The system of examination requires special attention and measures may be taken to evolve a fair system of evaluation and measurement.

m. At present the curriculum in Pakistan is planned and organized on a national level. Ways should be worked out to move towards decentralization of the curriculum. The curriculum should be developed at least on regional levels keeping in view the national needs.

n. Emphasis should not only be laid upon locating skills, and concepts in accordance with maturity of children but ways should also be developed to make these skills and concepts most effective in teaching.

o. Persons who are familiar with research techniques and have broader overlook in education should be appointed as supervisors and teachers trainers to b able to help in further improvement in curricula.

p. Research centres should be opened at the regional levels to conduct research. These research centers may be entrusted with the job of improving the curriculum in changing need of the country.

q. The understanding of the concept should be emphasized rather than the facts. The textbook and curricula be examined to ensure thoughts sequence.

r. The teacher is the main source of the curricula and character building. Emphasis should be given on the in-service training of the

73

teacher. A system of teacher evaluation should be introduced. Preparatory training should be conducted on a regular basis

Conclusion

Education has become a symbol of hope and confidence in the future of mankind. It can lead way to better world. It goes on in all aspects of human living in general and institution in particular. These institutions use a variety of means to promote what the society considers desirable learning, which is called curriculum. While shaping a curriculum for the students, it is necessary to keep in mind aims and objectives, levels of students, the factors influencing the curriculum, characteristics of curriculum and problems in curriculum developments.

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NON FORMAL AND DISTANCE EDUCATION IN PAKISTAN: PROBLEMS AND PROSPECTS

By

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Non-formal and distance education is a distinct form of education emerged and flourished well during the twentieth century. Particularly over the last fifty years it has become and recognized as a significant form of modern education in the developed as well as developing countries of the world. It was introduced in Pakistan in 1974 with the establishment of Allama Iqbal Open University in 1974 (then People's Open University). For the last twenty five years of its existence the Allama Iqbal Open University, from a tiny small institution has grown up into a huge University offering various Programmes through Non-formal and Distance Education System throughout the country even the remotest parts of it. This article aims at examining the development of the Non-Formal and Distance Education in Pakistan and highlights some of the important problems related to it.

Non-Formal Education Defined

Out of school or non-formal education is an important form of education. It is different from the formal school structure in terms of the definable set of objectives, clientele it serves and unstructured learning activities of every day life. According to Coombs (1973, PP: 10-11) Non-Formal education refers to:

''Any organized educational activity outside the established formal system whether operating separately or as an important feature of some boarder activity that is intended to serve identifiable clienteles and learning objectives''.

Formal or school education also differs from non-formal education by its location within institutions called schools, which are characterized by the use of age-graded classes of youth being taught a fixed curriculum by a cadre of certified teachers using standard pedagogical methods.

Non-formal system of education is being used in different parts of the world in order to solve the long-standing problems of mass illiteracy and creating social awareness. It was realized that through the system of Formal system alone, illiteracy and other problems of education couldn't be solved. Therefore many countries of the world, developed as well as developing both realizing the advantages of the Non-Formal system have adopted it and made it an integral part of their national system of education. Many

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countries of Asia, Africa, and Latin America have quite successfully adopted Non-Formal education and are offering different programmes. Developed countries like Japan, Norway, Netherlands, France U.K and U.S.A. and developing countries like India, Sri Lanka, Bangladesh, Nepal and Bhuttan have seized upon its advantages to meet pressing educational and social needs. (2) It has become an integral part of the educational, social and economics mainstream of many societies of the world. In view of the importance of Non-Formal education, the National Education Policy (1998-2010) remarks:

"The non-formal education is now receiving a growing awareness and acceptance as a dominant approach to education in the future. The idea is certainly not a new one. The practice is almost perennial. The consciousness that learning has to be co-existent with life is as old as mankind. All traditional societies had, in one way or the other some learning practices within all periods of one's life and as part and parcel of one's overall activities, It is only in the more recent times that learning and education become time-bound and space bound, mostly limited to some age groups, predominantly professionalized, institutionalized and sociologically and pedagogically programmed. This reflects in reality the basic trends in the global evolution of our contemporary societies, which are increasingly over organised and over structured, leaving less and less scope for creativity, imagination, choice, and peoples' real participation. Educational systems and learning facilities mirror the same tends and societal characteristics. There are not, and cannot be, exceptions in the overall rules of the human nature. The increased emphasis on non-formal learning stems from the awareness that institutionalized, time and space-bound education does not correspond to the requirements of today's societies. The concept of Non-Formal Education is based on an integral educational philosophy rather than the piecemeal and diffused practices stimulated by working or living exigencies. Hence the Non-Formal learning concept today is a comprehensive answer to the identified need."(3)

Learning methodology used in Non-Formal education is complex and wide. It uses a variety of techniques, devices and methods as the programmes offered under this system are of diversified nature. In the words of David R. Evans (1981) methodology used in non-formal education programmes is:

"A dimension which combines a wide variety of possible alternatives with the extereme difficulty of training educational staff to undertake new kinds of educational roles. The variety of innovative alternatives which exist, and which have been tested in various situations provides a rich set of design alternatives. These include peer learning, discovery methods, programmed texts, learner centred curricula, community based learning and the whole cluster of media based education strategies."

The complex methodology and the concept of distance education can be illustrated through various models, which are in practice in the world today, such as

a)   The Correspondence School Model
b)   Multi Media Model

c)   Consultation Model

d)   The integrated Model

Non-formal education, in fact, is not a single, easily characterized activity. It is immensely diverse collection of educational enterprises of widely divergent goals, methods and outcomes. Therefore in Non-Formal education Programmes, a sort of mixture of methods is applied. The choice of methodology, however, depends heavily on the learning goals and the characteristics of the learner.

Non-Formal Education In Pakistan

Non-formal education in Pakistan was introduced in 1974 with the establishment of an Open University (Allama Iqbal Open University) under the parliament Act of XXXIX. The National Education Policy of Education 1972-80 recommended the establishment of such a university in the following words:

"Open Universities are being used in several countries to provide education and training to people who can not leave their homes and jobs for full time studies. A people's open university will therefore be established to provide part time educational facilities through correspondence courses, tuition, seminars, workshops laboratories, T.V., Radio, broad casts and other mass communication media. To begin with this university will provide facilities in the fields and subjects of immediate importance such as the training of elementary teachers and members of the national literacy corps and promotion of rural development and community development activities. (AIOU Educational Brochure, 1999, Islamabad)."

The main purpose of Allama Iqbal Open University (then People's Open University) was to provide education to the people living in the far-flung areas of Pakistan at their doorstep. It also aimed at the eradication of Mass illiteracy and to create a social awareness among the people.

The AIOU is a multimedia, multi level, and multi method teaching institution working effectively in different areas of education. From a just moderate start the university situated in a residential bungalow in the very beginning, has emerged now one of the biggest University of Pakistan offering educational opportunities to millions of Pakistanis living in the remote, difficult and far-flung areas of Pakistan. In view of the diversity of programmes it offers and the clientele it serves, the Allama Iqbal Open University has become, in fact, a national institution.

Among all the universities of Pakistan, AIOU has a unique and distinguished position because it offers various programmes in a manner different than traditional pattern by using the methods of distance education. For this purpose, the University uses a number of varied methodology including seminars/ workshops, correspondences courses, assignments and tutorials besides coaching regular classes once or twice in a week/months. Radio and T.V are extensively used for the teaching of different courses. Specially designed and prepared books are used. In some programmes students are also supplied with audio and video Cassettes so that the students can understand the units in a better way. The diversity of the programmes offered by the university can be judged when we see the variety and the number of programmes, which are given as under:

1.   Ph.D (Education, Non-Formal and Distance Education, EPM, Teacher Education, Urdu, Iqbaliat, Islamiat).

2.   M.Phil (All the above disciplines and special education)

3. M.Sc./M.A/M.Ed (Physics, Economics, Pakistan Studies, Community Nutrition Health, Non-Formal and Distance Education, M.Ed. (in Distance Education, Teacher Education, Special Education, Mass Communication, Business Administration, History and TEFL.
4. Post Graduate Diplomas (Women studies, EPM, Mass Communication, TTFL, Special Education, Nutrition, Management Sciences).
5. Degree Programmes (B.Ed, B.Sc, BCS, B.A, B.Com., BBA, Mass Communication, BLIS, Fine Arts)
6. Computer Sciences (BCS,DCA,DCM, COBOL)
7. Short Term Computer Courses (Word perfect, Lotus 123, Word for windows, Word for Windows V.6.0, Power Point Windows 3.1)
8. Intermediate (F.A., F.Sc., I.Com., FSC (Home Economics
9. Matriculation.
10. Teacher Training (PTC,CT, ATTC, New PTOC)
11. Open Tech: (Technical Programme) Auto servicing, Auto machines, Electric Wiring, Electrician and other courses
12. Short term Education programme (Hotel services, Social Services, Community Education, Secondary Education (Media tuition)
13. Dars-e-Nizami programme (Only for Madrasahas students) .A, F.A, Matriculation.

Non Formal and Distance Education Centre NFDEC) University of Sindh.

Taking an advantage of the experience of AIOU, Sindh University was the first general university in Pakistan, which on April 23rd 1990 established a Non-Formal and Distance Education Chair (NFDEC) in order to meet the needs of the rural population and backward areas of the province.

In 1995-96 Non-Formal and Distance Education Chair started its first programme and offered B.Ed Off-Campus to train secondary school teachers particularly belonging to the remote areas of Sindh. This experiment was a success and about 4000 students were enrolled in the very first year of its existence. In the year 1998-99 M.Ed programme was also started by the Chair, which is now in full swing.

Very recently Non-Formal and Distance Education Chair has been re-organized and re-designated as "NON-FORMAL AND DISTANCE EDUCATION CENTRE" (NDFDEC) with the following aims and objectives.

1. To provide facilities for training of teachers through Off Campus correspondence and Distance Education programmes in such manner as it may determine.
2. To provide instruction in the branches of learning such as technology or vocational as it may deem fit.
3. Fill the gap left by formal/conventional system and take education to the area and groups enable to benefit from the formal system of education.
4. Arrange regular certificates, diploma and degree courses within the framework of Sindh University's Faculty of Education.
5. Make it possible for all external/private candidates to participate in the various programmes offered by the centre (7)

The centre (NDFEC) is an integral part of the Faculty of Education and serves as its Non-Formal Education Wing. In near future the centre is expected to launch new educational and job oriented programmes relevant to the national needs.

Some other universities have also started Non-Formal and Distance Education programmes. Particularly in the province of Sindh Shah Abdul Latif University Khairpur and the Sindh Agricultural University Tandojam have started such programme in the field of Teacher Education. B.Ed. and M.Ed. programmes for the training of secondary school teachers launched by these universities have been very successful and thousands of teachers have been trained through these programmes. Sindh Agricultural University Tandojam admitted in the year 1998 some about ten thousand candidates in the above two programmes. Al-khair University AJK, Barani University Rawalpindi and some other universities, perhaps, also appear to start programmes of Distance and Non-Formal Education.

Problems and Prospects

The introduction of non-formal and distance education in Pakistan has been a great success. Particularly the programmes offered by the Allama Iqbal Open University are now available in the remote and far-flung areas of Pakistan and within the easy reach and at the door step of every Pakistani. The AIOU has also produced thousands of valuable books and other instructional material in different academic disciplines. Through Non-formal and Distance Education approach we have been able to reduce the rate of illiteracy. There are however a number of problems and the challenges of a new millennium with which Education has to face in future.

Dynamics of Change

We have just entered into a new century and new millennium. The 21st century has arrived with new problems and challenges. What would happen in this century is a question, which often disturbs our mind. Is it going to be a century of hopes or a century of fears? Hopes for the best culminating in a better way of life, a better world to live in or making this world still worse place which is already, as *Time Magazine* puts it '' a wide and brittle world of wars, gunplay, Scandal, disease, superstition, categorical hatred, willful ignorance, Envy, pettiness and cant". (8) It is really ironical to note that at this critical juncture of history when man has just entered into a new century and a new millennium, he is in a fix, in a dilemma, caught in a difficult situation and is not certain and sure of a bright and prosperous future.

Twentieth century, which is now a part of history, was an age of change. There have been a series of rapid convulsive changes through out this century. Although man has always faced the dilemma of change with all its implications throughout the human history, yet the phenomenon of change with all out turnover of knowledge in all fields, rapid population growth, problem explosion and the development of science and technology has been unprecedented in our times assuming an alarming proportions. We have witnessed in this century a complete upheaval of societies everywhere causing fundamental changes in their political, economic, socio-cultural and intellectual thought systems. This indeed, has been the century of great social change, which has completely changed the entire fabric of human life and given him a new culture and new civilization.

79

As a matter of fact, change is the essence of life and a fundamental reality. Life is mobile and constantly flowing with incessant changes. Man is never the same at two different moments. His political and economic institutions, his social and cultural moos of behavior are also changing. As a sociological jargon puts it "No one will live in the world in which he was born, and no one will die in the world in which he worked in his maturity" (9).

According to McDonald, there are seven factors, which have contributed and will contribute in the 21st century the type and scale of such changes:

1. Demographic changes – sex and age patterns, death rates, life span etc
2. Technological Innovations–changes in machines and productivity.
3. Social Innovations – changes in new arrangements, styles and systems in education, politics and the economy.
4. Culture – values-shifts-Changing preferences and ideas
5. Ecological shifts – scarcity of resources, catastrophic events
6. Information idea shift- the scope, quality and manipulability of knowledge, new concepts of how things work.
7. Cultural diffusion-transfer of ideas, values and techniques from one culture to another via war, travel, advertising. (10)

Education is an important factor in producing social change. Education has been regarded as a conservative force. But it is also a creative force. Man creates and maintains his culture by means of education. In a dynamic and changing society like ours education needs to be more a creative force. In all its programmes offered by the Non-Formal and Distance Education, it should be borne in mind that these programmes should reconstruct and revitalize the social fabric that prevails and respond, accommodate and face positively what is going to happen in the society and also what is happening in and face positively what is going to happen in the society and also what is happening in and around the world. Non-Formal Education should function to promote an increased awareness among people of the need for substantial social change. It should include a strong component of consciousness rising and develop in learners a sense of responsibility and a sense of the need to press for changes. The programmes of Non-Formal Education should necessarily include such things as functional literacy, basic education, simple vocational skills, basic health information and the attitudes and values necessary for effective citizenship.

Eradicating Illiteracy

Pakistan is a country having a literacy rate of about 48%. There are more than 50 millions illiterates in Pakistan. To make a functional literacy programmes for 50 millions people through Non-Formal and Distance Education techniques and mass media is a gigantic task. How can we make such a vital programme of functional literacy with out limited means? Who will sponsor such a heavy project? How can we utilize media to combine with human teaching and educational resources to:

i) spread literacy
ii) improve existing life and occupational skills
iii) improve innovation and development of new skills

80

iv)   mobilize support for the implementation of development programmes and projects.

v)   to gain knowledge and understanding of family size and planning for family welfare and also changing role of home in Pakistani society.

vi)   improving the existing programmes of Non-Formal and Distance Education aiming at spreading literacy.

Selection of Appropriate Methodology

Education through non-formal and distance techniques relies on multimedia approach in which a wide array of media including computers, internet, Fax and many other satellite assisted instructional technologies have been introduced and with the advent of these latest devices, barrier of distance has indeed been overcome for those who can offer to buy, use and maintain these devices. A very important problem and difficulty occurs regarding the selection of suitable and appropriate medium and device for the presentation of the subject matter. A great care needs to be taken while choosing the appropriate methodology.

Quality V/S Quantity

In an effort to expand the programmes, the AIOU and other institutions have placed undue emphasis on the quantitative expansion and not on qualitative improvement. An example of this is the plan for the training of teachers both at the primary as well as at the secondary level. For the last few years particularly, thousands of teachers have been trained without giving any proper attention on the quality of their training. Moreover thousands of these trained teachers are still un-employed as there are no vacancies for their absorption. This tendency needs to be checked with emphasis on qualitative improvement through up gradation and enrichment of various programmes.

With the dawn of a new century and new millennium, Non-Formal Education presents challenging problems for educational planners. The difficult, complex, and diversified nature of the activities of which Non Formal Education consists of poses difficult questions for those who are involved in the field. What should be the purposes aims and objectives of Non-Formal Education? What role can it play in the national development in a country like Pakistan? What should be the nature of programmes and their content and subject matter and what educational activities should be included? How can these activities be related to formal education and how can we effectively plan Non-Formal education and also all how can we bring it into educational mainstream of the country, so that both of these two distinct systems of modern education can work together inco-operation of each other rather than engaged in competition. How can we provide equal job opportunities to the graduates of Non-Formal Education along with Formal Education? How best can Non-Formal Education be a good substitute for formal education and can really provide quality education to its clientele who is unable to get education under formal system due to one reason or the other?

These are some of the main problems, which an educational planner of today may likely to face while designing any programme of Non-Formal education in Pakistan

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IN-SERVICE TEACHER EDUCATION
(CONCEPT, SIGNIFICANCE, DURATION
AND EVALUATION)

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Abstract

Worldwide increase in scientific knowledge and a sense of competition among professionals and teachers have compelled these personnel towards their professional growth. This is why the in-service education of teachers has become a vital aspect of teaching profession. There is a need to improve the teacher's skill and knowledge to cope with the demands of changing society.

In Pakistan, many institutions are responsible for in-service training of the teachers. Some institutions provide the teacher's knowledge through bridging courses. The Provincial Institutes of Teacher Education contribute a lot in providing the opportunities of bridging courses to the teachers.

There is a lot of controversy about the duration of in-service courses. The range of the duration may extend from a few days to many months.

There are also many obstacles in organizing in-service education of teachers. There are problems of experts, material and provision of proper facilities and residence to the participants. There are a variety of views of different researchers about the effectiveness of in-service education of teachers.

In this article, need & importance of in-service education is stated. The contributions of different institutions in INSET and some remedies to the problems related to duration and effectiveness are also pinpointed.

In-service Teacher Education Defined

There are many concepts used interchangeably for in-service education, i.e. "staff development", "continuing teacher education" and continuous education professional development,etc.

Hass has defined in-service education as all activities engaged by the professional personnel during their service and designed to contribute to professional improvement.

The in-service education and training (INSET) is defined by Bolam (1980) as follows:

> Those education and training activities engaged in by primary and secondary schools teachers and principals, following their initial professional certification and intended mainly or exclusively to improve

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their professional knowledge, skills and attitudes in order that they can educate children more effectively.

Effective implementation of curricula requires teachers to be professionally trained so as to remain engage in the teachers training process.

This professional training is of two kinds:

One is the pre-service training programme which requires an individual desiring to teach to under go and extend period of training, usually one year, before he is considered fit to teach.

In-service education programs on the other hand offer opportunities to the working teachers to fresh their knowledge and teaching technique and their methods. The teacher in this way is unable to keep himself posted with the latest developments in educational theory and practice. Such programme may be organized at National provincial, original at District levels. Any change in curriculum makes it necessary to re-orientates the teacher who suppose to understand the meaning of such changes before he can implement them effectively.

"The main purpose of education is to bring about behavioural change in an individual. As a result to this process it is expected that an individual acquires new ideas, improves his ways of thinking, develops tests and sensitivities, which modify his attitudes, and encourage improvement in other desired ways. In-service education is expected to facilitate the continuation of this process.

The main purpose of in-service training is to stimulate professional growth among teachers, administrators and others connected with education. In other words in-service training aims at bringing about changes in their attitudes, values and work habit.

In general, the in-service training of teachers includes all activities teacher engage in individually and collectively to improve their effective-eness in the class-room" (5: 139).

Need and Importance of In-service Education

Abbasi (1995) in his country paper presented in International Workshop on Training of Teachers in Formal and Non-formal Education Islamabad, November 28-December 03, 1995 stated the dearth of proper in-service training of teachers as follows:

The tremendous increase in scientific knowledge and the increasing rapidity with which the new knowledge is being added has made it evident that it is not advisable to be satisfied with the pre-service training alone. There is a constant need for frequent in-service training to give the teacher insight of the latest changes in the curriculum, teaching strategies and instructional aids for the improvement of instruction. Such training programmes are required to: (1) convince the teacher of the value and benefit of innovative strategies; and (2) orientates the teacher about factors facilitating change.

The need for in-service education arises mainly from the changing need of the society. Numerous other factors such as changes in the curriculum, the continuing need for better teachers, acquisition of new knowledge, and the development of skills in providing for individual differences, increase; increase the significance of in-service education.

A teacher has different types of needs. Many of these needs are not directly concerned with professional education, but have bearing on his achievement as a teacher. In some cases the teacher needs to broaden his own areas of understanding and

appreciation through outing, games, sports and social activities, other needs are related to problems of living with other peoples and their problems of emotional adjustment. Programmes of in-service education seek to provide for these needs through living together, participating in small, group discussions, having an opportunity to mix freely and by creating a permissive informal atmosphere. Teachers like engineers are potential nation builder. Engineers build road, buildings and bridges to provide physical facilities for the nation, where as teachers deal with human material and play an important role in shaping and molding the character of the coming generation.

According to new letter "Taking the teacher first, the following values of in-service training were reported by several members states: (i) adding to the professional knowledge and competence of teacher, (ii) extending their general education".

The significance of in-service teacher education is obvious from the statements of in-service elementary education (Project 1974). In this project it is stated that in-service education and training provides an excellent opportunity to the education system to offer further and specialized education and training to promising teachers for promotion to positions of greater responsibility. The concepts of administration and supervision have changed materially during the last few decades and in-service programmes have become necessary to bring practice up to date. The new concept changes the role of the administrator from the autocratic to the democratic approach likewise; the supervisor in the new situation becomes a valuable resource to teachers who collaborate in the planning of curricula and the improvement of instruction.

In-service training promotes professional growth and thus enhances self-confidence and security of tenure. The promise of a career resting on the firm foundation of social and economic security is a very important aspect of in-service education and training programme.

M. Eraut has stated the following needs of in-service teacher education:

1. They believe that educational practice needs to be more closely linked to national needs and/ or the needs of the local community.

2. Approaches to educational change, which neglect the INSET dimension, are usually unsuccessful.

3. Teachers, like other adults, need continuing education to keep abreast of changes in modern society.

4. There is growing concern in some countries about the quality of teaching and career development of those who have had less basic education and training than current recruits to teaching.

5. Demographic trends have reduced the demand for new teachers in some countries, cutting off one important source of new ideas, diminishing career prospects, and focusing attention on those teachers who are already in-service.

6. The general feeling that education has failed to fulfil the hopes of the expansionist era between 1964 and 1974 has created a public pressure for improved school performance.

Smith (1969) stated that a programme of teacher education was essential for the teachers. According to him it was needed in order to remedy the teachers' deficiencies,

advance his skills and pedagogical knowledge, advance and update the teacher's knowledge of the subject matter and train him for non-tutorial positions.

Contant (1963) had advocated in-service teacher education on a part-time basis. Stanley Hewett (1971) held that it was necessary to devise a developmental process for in-service teacher education without curtailing any of the voluntary enthusiasms.

Gupta (1995) opined that in-service teacher education should centre around attitudinal changes and changes in value structure, motivation, self-concept etc. He emphasized the need for follow-up research to study the impact of such programmes in bringing about the desired changes in in-service teachers.

Quoting from a preview of Delors-Jacques Commission, Rajput (1966) pointed out that the shape of the educational systems in the 21st century was being watched by various professional organizations and individuals. This commission tried to identify was and means to implement principles of education which include development and creativity of everyone without exception, promotion of social cohesion in the face of threats of fragmentation or marginalization. Individuals will have to be on the alert and avail of the time, get abreast of the development and remain skilled and useful in the context of changing tasks that they will have to undertake. Countries like India will have to over-strain their resources to provide such opportunities on a universal scale. There is, however, no other alternative but to accept this responsibility. In been widely felt. Howey and Joyce (1978) comment: "Rarely has in-service been presented to, or perceived by the teacher as a rather natural and ongoing activity that is designed to help one be "very very good at something that is very very hard (challenging) to do" but rather it is seen more often as remediative and patchwork in nature. It points out to the question how in-service teachers at higher stage of education in India perceive such INSET activities being organized by the Academic Staff Colleges throughout the country.

Due to shortage of qualified teachers untrained teachers were appointed particularly in N.W.F.P and Balochistan. To ensure qualitative improvement of these teachers, in-service teacher training was unavoidable. There was also need of retraining when content was modified and new methods of teaching learning were introduced.

In-service teacher training in Pakistan

In Pakistan, most of the in-service training courses are arranged regularly by Education extension centres. In addition, other in-service training programmes include the refresher-training course (RTC) of the Agha Khan Central Education Board, the Primary Teacher Orientation Course (PTOC) of Allama Iqbal Open University, and In-service Training Course of the PNTY Wing of the Ministry of Education.

The Education Extension Centres arrange in-service training programmes either in the provincial capitals or at regional centres established specifically for the purpose. The duration of these courses ranges from one week to four weeks depending upon the nature of the training provided. The courses are offered keeping in view the available resources. The number of courses in a single provincial education extension centre ranges from 20 to 40. The objective of the courses is to improve the teaching methods and techniques of working teachers. The in-service training courses are designed to expand the teacher's knowledge of the subject matters of primary education and to improve the teacher's capacity to prepare and present lessons.

The teacher learns how to make proper use of textbooks and teaching aids, and homework assignments. They develop skills in evaluating students and in handling disciplinary problems tactfully. The course attempts to stimulate the teachers to organize to curricular and community activities.

The refresher-training course is a short-term course organized by the Agha Khan Central Education Board in Northern Areas. Its duration is usually 12 days. This course has taken place almost yearly since 1976. About 200 to 250 teachers undergo training during their two-month vacation each year. The R.T.C. is an intensive course aimed at providing better classroom teaching skills to both trained and untrained teachers.

Primary Teachers Orientation Programmes was launched by A.I.O.U to familiarize primary teachers with the new elements of the revised primary school curriculum; to increase their knowledge in appropriate subject areas and to help them develop their teaching skills; and to provide them with an opportunity to improve their qualifications by counting the PTOC as a one-credit course for the Intermediate certificate.

The PTOC is a six-month programme. It was initiated in 1976 in cycles through correspondence courses, tutorial meetings, seminars, workshops, laboratories, radio broadcasts and the use of other mass communication media. This programme of distance teaching is divided into ten content areas relevant to the primary level. The written material in each subject area consists of unit lessons, each a self-explanatory exposition in which the theme has been developed in simple and informal language.

The primary and non-formal education (PNE) Wing, Ministry of Education organized an in-service training programme for primary school teachers working in the schools of the primary education project. This is a three-tier in-service training programme based on the learning modules. These three tiers comprise master trainers; supervisors; and primary school teachers.

Master trainers are trained to instruct supervisors who in turn offer training to primary school teachers in the project areas. The training of supervisors is arranged in provinces in collaboration with the PNE Wing. The in-service training is based on learning modules developed in various subject areas.

The National Institute of Teacher Education, Islamabad, had arranged summer courses for teachers in Science, Mathematics, English and industrial arts in July/August 1974-76 with the assistance of the British Council and in close collaboration with the curriculum Wing of the Ministry of Education. The British Council provided subject experts for each course. These experts along with their local counterparts (subject experts) acquainted the participants with modern techniques and innovations in teaching within the framework and objectives of the newly formulated elementary/secondary school curricula. In the areas of science and mathematics, emphasis was placed more on "process" than "product".

An in-service training program was launched by curriculum Wing Islamabad. Experts from all over the country were invited to train the key educational personnel in the use and maintenance of teaching kits during a workshop for in-service training of master teachers held at the national Institute of Teacher Education, Islamabad from June 28-July 10-1976. During the workshop, the experts also developed a proposed 2-week model for in-service training of teachers in the use and maintenance of national teaching kit at the grass roots level.

Proposed Bridging Courses

The Ministry of Education technical panel on teacher education curriculum Wing Islamabad has proposed six months duration in-service bridging courses for P.T.C/C.T teachers to bring them at par with diploma in education. Main objectives of these bridging courses are as follows:

1. To bring the change in quality teaching of elementary teachers, through expending their capability through bridging courses.
2. To bring the elementary primary and middle school teachers at par with diploma in education holders, so that they could not feel inferior and insecure.
3. To acquaint the in-service teachers with new innovations and modern techniques through a short curriculum.
4. To expand the capacity and capability of teacher training system and also to improve teacher performance.

Bridging courses will be launched during 2000 for which books will be printed till December 2000. Through the introduction of such scheme, the PTC and CT holders in-service teachers will definitely feel as inferior and insecure (as there seems no upward move-ability), secondly the diploma in education holders would be moving upward grade-7 to grade--11 or 12 therefore, necessary planning had to be made. Bridging courses of 6 months duration will be offered to the existing PCT and CT teachers. The existing PTC teachers opting for bridging courses must have F.A/F.Sc. as basic qualification. There can be two bridging courses per year. It is estimated that 120 teachers can be accommodated in one course. In this way, more than 25,000 teachers will be trained per year. It is estimated that more than 125,000 eligible in-service PTC and CT teachers can be covered over a period of 5 years through bridging courses. These bridging courses will be offered by the Teacher Training Institutions (TTIs) as their regular programmes.

The instructors of TTIs will be given training before they are directed to launch bridging courses in their institutions. Their training will be organized at TTIs in collaboration with institutes of education and research (IER) and private sector institutions such as IED of Agha Khan University, Karachi and Ali Institute, Lahore. It is planned to organize two weeks training workshops of 50 instructors each on innovative techniques and methodology to offer bridging courses. There are about 106 TTIs all over the country with an approximately 200 instructors. About 52 workshops will be organized for training instructors in TTIs as master trainers. This training will be completed in 6 to 9 months period. After this training the TTIs will be in a position to launch bridging courses for (10 +3) and 12+1 1/2) courses. Expenses involved for training of master trainers will be born by the Federal Ministry of Education.

1. The in-service PTC/CT teachers who have taken bridging courses and improved their qualification from matric PTC/F.A. CT will be treated at par with diploma in education. All these teachers will also be given BPS-12. It is proposed that the cost of up-grading the primary school teachers from BPS-7/9 to BPS-12 will be met from the recurring budget of the provinces, for which the provinces must make necessary allocations in their budget from the next financial year. The financial implications for

upgrading 20,000 PTC teachers per year from BPS-7 to BPS-12 comes to Rs.260.400 million with a commutative effect for 5 years as Rs.3906.60 million. Similarly, the up-gradation of 5000 CT teachers from BPS-9 to BPS-12 would cost recurring expenditure of Rs. 43.200 million per year. However, it is again reiterated that this recurring budget may be met by the provinces out of their own budget.

Contributions of Provincial Institute of Teacher Education (PITE) in INSET

In a working paper which was the outcome of a discussion process led by the Directors, Dy Directors and staff of the PITE (NWFP) and the teacher education cell of the PEP-ILE and later on with the main stakeholders and partners of the PITE, i.e. the BoC, DPE, and the IED Karachi in January 2001 following was mandate of PITE in relation to in-service teacher training.

1. Training of master trainers for the in-service training for primary/elementary school teachers.
2. Design of in-service training for secondary school teachers including design of instructional material for this in-service training.
3. Training of master trainers for the in-service training for secondary school teachers.
4. Supervise and facilitate the conduct of so-called "Bridging courses" for teachers to acquire qualification equivalent to diploma.

In this working paper following functions of PITE were suggested for in-service training of teachers:

1. In cooperation with the BoC, assessment of teacher in-service training needs.
2. In cooperation with the BoC, DPE and Finance Dept, planning of annual in-service training programme for primary/elementary teachers
3. Design of training modules responding to the training needs of the teachers and to the programme that can be offered.
4. Design of training manuals for the modules.
5. Training of in-service instructors to train teachers.
6. Training of in-service instructors to guide support teachers to do the classroom follow-up of the training.
7. In co-operation with the DPE and the District Education Administration, monitoring of training delivery of senior and junior training experts and of delivery of training in the districts (professional aspects).
8. Compilation, distribution, and discussion of monitoring results with BoC and DPE, adjustment of next training according to monitoring results if required.

To fulfil the requirements of in-service training PITE N.W.F.P requires one more teacher as in-service training co-coordinator, four senior teacher in-service training experts, six junior teacher in-service training experts and three research officers.

Duration of In-service Courses

There is no strict time schedule for duration of in-service courses. It depends upon the nature of the course and also upon the needs of the community. However, long-term courses are offered to improve the qualifications, while short courses are offered to cover, the changes in curricula or instructional materials. So many factors are involved in allocation of duration for in-service courses in teacher education. Joshi D.K (2000) while discussing Indian Model of INSET has stated so many attributes, which effect in-service teacher education. Mavi (1995) has described twelve distinct attributes of the ASCs. These are: rationale, task, method, personnel, needs, assessment, equipment, plant coordination/ management, time scheduling, finance, context, and evaluation. According to him these components describe the attributes of an Indian Model of Staff Development and this recent experience is quite encouraging. He calls ASCs the "third cycle institutions" which are sure to promote equality as well as excellence in higher education. Such observations based on the direct experience need further examination. There is a need to find out how the ASC participants and functionaries perceive various attributes discussed above as that these may lead to development of better INSET Models.

There is some difference between refresher courses and bridging courses in relation to duration. The refresher courses, which are usually, short term courses and limited to one week or some days. For example refresher courses organized by Agha Khan Central Education Board in Northern Areas are usually of 12 days. On the other hand the in-service courses for improvement in educational level or professional growth are usually spread on months. The PTOC programme offered by Allama Iqbal Open University was a six months programme. It was for improvement in qualification in teacher training. Similarly three-month course was offered in summer vacations by Directorate of Education in N.W.F.P for untrained PTC teachers. FBTD (2000) is a 19-week in-service program for professional growth of teachers. Six week out of these 19 weeks is for content knowledge, six weeks for practicum and six weeks for practice teaching and one week for evaluation.

The Ministry of Education, Technical Panel on Teacher Education, Curriculum Wing Islamabad, and PITE(NWFP) have proposed six month bridging courses for PTC/CT in-service teachers to improve the qualification from PTC/CT to Diploma in Education.

Sometimes to cope with the problem of using instructional material two weeks program or more is recommended by the educational administrators. National Institute of Teacher Education (NITE) Islamabad proposed a two-week model for in-service training of teachers in the use of National Teaching Kit. Similarly to cope with the problem of changes in the curricula of Mathematics and science, Education Extension Centre Offered courses ranging from one week to four weeks.

In N.W.F.P an in-service teacher training course namely PEP-ILE (primary education programme improvement of learning environment) is in progress. The DEOs, SDEOs and L.Cs are trained for two weeks under a refresher course. These educational administrators again provide in-service training to PTC teachers in different subjects. Firstly 10 to 12 days training is provided and after some days 3 days evaluation and improvement workshop is offered for 3 times.

From the above discussion, it can be concluded that for refresher course two weeks training is thought to be enough. For the use of learning materials and computers etc. two to four weeks training is suitable. For professional growth 3 to 6 months in-service courses are offered and thought to be useful.

Principles of In-service Education

One of the basic principles of in-service education is the concept of growing together. It is a programme by which those engaged in it. The participant and the instructor a like, learn and grow together.

Another important principal of in-service training is the concept of cooperative planning. Teachers are specialist in their field facing specific and significant problems. These problems should form basis for develo-ping an effective in-service program. For in-service program to be an enriching and tasting experience, the participation must be actively involved in it.

The 3rd important principle of in-service education is that people work to their maximum within an atmosphere of mutual people, support the permissiveness. Full and free participation can result only when each member feels secure and accepted by the other members.

In almost every type of in-service activity three kinds of resources are required firstly, the content of instructional problem. Secondary, human relations and cooperative group activities and thirdly the problem solving method.

Many programme of in-service education do not reach the desired standards because of the lack of appropriate resources. Selection of resource people is made with great care to that men with wide range of competency and experience are available.

Lastly, evaluation is made an integral part of the in-service program. It is attempted collectively as well as individually. Because it provides useful data for improvement in future programs. Self-evaluation encourages directing the attention of the individual to his role in the program.

Difficulties Encountered in Organizing in-service teacher training

In organizing in-service training programs great difficulties are en-countered. Asia institute for the training of teacher educations in its new letter states.

"The main difficulty in most countries is insufficiency of funds to meet the expenses involved, in particular, the travel expenses and the daily allowance of participating teachers. A cumulative list of the other difficulties is as follows:-

1. Dearth of well qualified instructors who can spare some time from in-service training activities.
2. Absence of enthusiasm on the part of teachers to participate in in-service training programmes.
3. Lack of classroom residential and other material facilities like books, A.V.Aids etc.
4. Difficulty of travel due either to long distances from training centres, bad terrain or non-availability of transport. These apply particularly to teachers working in remote rural areas.

5.   Difficulty of findings substitutes for teacher invite to participated in in-service training activities, and

6.   Unfavorable leave conditions".

Pointing out the problems in INSET organization, Fullan (1980) stated that "Virtually all studies of INSET have indicated that lack of time and energy for participating in professional development is a fundamental barrier to success".

In the context of INSET at the higher education level in India, Yadav and Panda (1996) pointed out that considering the size of the teachers' group throughout the country, the large variety of institutions in terms of quality, the complexity of the situation due to varied conditions under which they work, the availability of facilities to teachers for professional growth and many other problems- academic and organizational, what is presenting challenges are matters related to their adequacy, operation feasibility, modalities of implementation and such other problems,. These observations lead to the question how the participants and ASC functionaries feel about the problems faced by ASCs in organization of various activities. Moreover, there is also a need to find out ways and means through which improvement/betterment in ASC working may be possible. All such questions need to be probed into.

No systematic effort has so far been made to assess the feeling, attitude, and reactions of the teachers who participate in such programs. Their view on education matters and especially on the quality and the feat effectiveness of the rein-service courses may be are significance because of their central-room in faithfully implementing the curriculum.

Evaluation of in-service teacher education

Harold. E Metzel (1980) has stated three levels for the success of in-service teacher education i.e. judgments by the teachers themselves, researchers measures of the effects on teachers behavior and measures of how learned teacher behavior affects students. At the first level there is a great deal of evidence; at the second, there is enough evidence to support some very clear positions; and at the third, productivity has been virtually nonexistent.

In a thorough investigation of evaluation results of in-service teacher education programs, Lawrence (1974) discovered several important characteristics. However, it is important to note that almost all of the nearly one hundred studies cited by Lawrence depend on participant perceptions. Although Lawrence conclusions are probably valid, they are not confirmed either by demonstrated learning on the part of participating teachers r by improved learning on the part of children.

Lawrence's major conclusions were (1) that individualized in-service education tends to be better than single offerings for large groups; (2) that programmes requiring active involvement tend to be better than those requiring passive receptive involvement; (3) that demonstration of skills with supervised feedback tends to be better than provision of skills to be stored for future use; (4) that teacher-help-teacher programmes tend to be better than teacher-work-alone programs; (5) that in-service training integrated into a large programme tends to be more effective than one-shot affairs; (6) that training that has a emerging design, with teacher input, tends to be better than totally preplanned

92

training; and (7) that self-initiated training tends to be more effective than self-prescribed training.

Joyce and Showeres (1980) looked specifically at the effects of training programs on the behavior of teachers. Although they reported dismay with the "spottiness" of the literature, they did review more than two hundred studies and were able to develop some interesting conclusions; for example, teachers can utilize feedback in training to develop both simple and complex teaching skills and strategies, and to implement curricula; teachers also have the ability to respond to auto-instructional methodologies quite rapidly. However, Joyce and Showeres implicitly raise the question that McDonald and Davis (1978) raise explicitly: Is it possible for teachers to integrate the skills learned by in-service training into their reporters of classroom behaviours so that they can use them over a long period of time? This is a difficult question to answer, and clearly demands more research in the future.

Finally, Medley (1977), in his summary of the teacher effectiveness literature, clearly demonstrates that some teacher behavior does affect student learning. He also wrestles with the problem of teacher education programmes and their relationship to student learning. In his view one must separate the evaluation or research question into two distinct questions. First, as Joyce and Showers asked, can in-service programs produce demonstrable effects on teacher behavior? Second, can teachers who exhibit certain behaviors have a measurable effect on the learning of children? Medley cautions about attempting to jump from measures of teacher training to measures of student learning the technical problems are grotesque. Rather, Medley's work suggests "linked" studies in which demonstrations of teacher learning are evident before the question is asked concerning student achievement. This domain of linked studies constitutes the null set in evaluations of the success of in-service teacher education. It is probably an area that will demand activity in the future, but at this point it simply does not exist.

Delving into the substance of in-service teacher education is an adventure. The state of existing knowledge is less than one would desire, leaving little choice but to speculate and make high inference judgments. Although in-service education does have content, is delivered in some format, and serves several purposes, the ability to learn about it and to communicate about it succinctly and with certainty is difficult in the early 1980.

The In-service Elementary Teacher Education (project) has thrown light on evaluation of in-service teacher education as follows:

Evaluation of in-service training programmes is needed both to measure the economic returns on the investment and, to assess, in educational terms, their impact on schools and teachers. Such evaluation will take the following forms:

1. Evaluation of a particular in-service training activity in the total programme in terms of the extent of involvement of the participants in the activity, the quality of thinking that took place, and the usefulness of the activity to the participants.

2. Assessment of the impact made on the schools by a particular activity in the program, which may be done through such means as follow-up visits by staff, study of reports made by participants, and the reactions of principals and supervisors.

Periodical evaluation of the total programme for the benefit firstly, of t'   ...izers, who could then effect improvements in it, and secondly of the governme... who could decide to expand, curtail or modify it.

D.K.Joshi (2000) has discussed the INSET Evaluation from different researchers as follows:

Ronald Barnett (1992) has highlighted the importance of the quality of staff development as an essential element for increased teaching effectiveness. The impact of the Academic Staff Colleges has been the object of studies conducted by some of the educationists and authors and the evaluation of the ASC programmes as undertaken by the participants using the UGC proforma reveals only their reactions and not the underlying causes.

On the basis of a survey of education courses in Louisiana McCollister (1964) reported that teachers trained through in-service programs are reasonably satisfied with the courses that are being provided. Haan (1970) has reported a perceptible increase in teaching skills, more personal initiative and a deeper understanding of human behaviour through in-service teacher training programme.

Karbal (1963) furnished evidence of benefits in terms of improved confidence, skill in human relations and class management derived by inexperienced teachers from systematic in-service training programmes. On the other hand, Mama(1980) in his study (conducted to examine the impact of in-service education of teachers in Maharashtra) found that little importance was then attached to in-service education and the concept itself was not clear to many teachers. The teachers were sometimes even prevented from attending such courses by the principals. However, some colleges of education conducted a variety of programs most of which dealt with subject matter, planning of tests, evaluation and audio-visual aids.

Sisodia (1997), in his report on the major U.G.C research project entitled "Academic Staff Development Programs in Higher Education," tried to study the effectiveness of the ASCs in the country. He found that in spite of the adhocism in design, content and identification of the faculty, the ASC courses appeared to be quite logical. The participation, punctuality and regularity were quite satisfactory. Inadequacy of the reading material and lack of library facilities were reported by the participants. A few innovative methods were demonstrated in the orientation programmes. There was lack of the involvement of Directors and Coordinators in Refresher Programmes.

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HUMAN RESOURCE MANAGEMENT:
ITS NEED IN PAKISTAN

By

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Abstract

Human Resource Management (HRM) offers a broader, strategic and more dynamic interpretation of the role of effective staff management in organizations than had been the norm in previous decades. This paper mainly focuses on "Staffing Personnel Management", or Human Resource Management function. Different experts/theorists defined HRM in different ways. One of the important and comprehensive definitions to make the concept of HRM is as follows:

> *"Human Resource Management is the process of accomplishing organizational objectives by acquiring, retaining, terminating, developing, and properly using the human resources in an organization." (Donnlelly Jr. and Gibson, 1987).*

HRM includes :

- *Conducting the job analysis.*
- *Planning labour needs and recruiting job candidates.*
- *Selecting job candidates.*
- *Orienting and training new employees.*
- *Managing salaries and wages.*
- *Providing incentives and benefits.*
- *Appraising performance.*
- *Communicating.*
- *Training and developing.*
- *Building employee's commitment.*
- *Manger should know about the equal opportunities and affirmative action, employee's health and safety, grievances and labour relations.*

Human Resource Management process includes the following steps:

Step 1. Human Resource Planning

Step 2. Staffing

Step 3. Training and Development

Step 4: Compensation Management

Step 5: Employee Evaluation

Step 6: Employee Movement and Replacement

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Since its inception Pakistan is striving for the development of its human resources. Many efforts have been done in different times by different governments. The present government has established a Special Task Force (TF) in this connection. According to the Education Sector Reforms (2001-2004) the President of Pakistan, General Pervez Musharraf, set up a Task Force on \human Development in June 2001, to contribute new perspectives and resources to the developmental discourse and process in Pakistan. The core vision of the Task Force is to facilitate a social movement for human development that enables people to exploit their maximum potential. The (TF) is working to provide innovative ideas and approaches to overcome the developmental hurdles Pakistan faces. However, for the successful accomplishment of targets set out needs a lot of financial resources. In addition to those, some major problems are an instable government in Pakistan, extra ordinary dependence on international donor agencies/ countries, and a defective economic structure, which may create problems in the achievement of targets, set forth in the official documents.

Origins of Human Resource Management

The term human resource management (HRM) began to appear regularly mainstream management terminology during the 1980s and in the 1990s. According to Goss (1994):

"The development of HRM as a body of management thought in the 1980s can be linked to a conjunction of socio-economic factors – in pàrticular, changes in international competition, the restructuring of industrial sectors and organizations, and the rise of a renewed confidence in the power of managers to manage". (Goss 1994, p. 1)

In essence, the term is intended to offer a broader, strategic and more dynamic interpretation of the role of effective staff management in organizations than had been the norm in previous decade. Amongst proponents of HRM approaches, personnel management carries largely negative connotations. Their trend from personnel management to human resource management is attributable to the notion that traditional, specialist personnel provision:

i.   Is unsustainably expensive in financial and human terms.
ii.   Is highly bureaucratic.
iii.   Leads to lengthy delay between identification of need and intervention.
iv.   Offer solutions which work in artificial or simulated situations but difficult to apply in the workplace.
v.   Threatens the relationships between line mangers and subordinates.
vi.   Is reliant on, perpetuates the mystique of, the perceived expertise of personnel specialists rather than focusing on the development of line manager capability.

To understand what human resource management is, we should review what the managers do. Most experts agree that there are five basic functions all managers perform: planning, organizing, staffing, leading and controlling. In total, these functions represent the management process. We are not going into the details of these functions. Different proponents of HRM consider it more comprehensive and applicable than traditional personnel management as it includes:

98

- Conducting the job analysis.
- Planning labour needs and recruiting job candidates.
- Selecting job candidates.
- Orienting and training new employees.
- Managing salaries and wages.
- Providing incentives and benefits.
- Appraising performance.
- Communicating.
- Training and developing.
- Building employee commitment.
- Manger should know about the equal opportunities and affirmative action, employee health and safety, grievances and labour relations.

Approaches to HRM

There are two types of approaches to HRM:

1. *Instrumental Approach*

This approach draws upon the rational outcome model of strategic management to view HRM as something, which is driven by directly from corporate, divisional or business level strategy, and geared almost exclusively to enhancing competitive advantage. This approach places the emphasis firmly the quantitative, calculative and business strategic aspects of managing the head – count in as "rational" way as for any other economic factor.

2. *Humanistic Approach*

This approach utilizes "process" theory to emphasize the reciprocal nature of that relationship between strategic management and HRM and the latter's role in ensuring that competitive advantage is achieved through people, but necessarily at their expense.

According to David and Jacky (1998), HRM approaches typically contain the following features:

- Measure actions against the strategic objectives of the organization as a whole;
- Emphasis the central importance of the line manager;
- Advocate customized, individual responses to intervention;
- Focus on positive motivation rather than negative control;
- Use process rather than standardized procedures;
- Are considered proactive rather than reactive;
- Encourage purposeful negotiation and the resolution of potential conflict between manager and managed;

HRM theory is predicated on the principles of concern for the quality relationships, a desire to reduce unnecessary bureaucracy and a concern to see staff management issues as the routine preserve of the line manager be addressed in the workplace. Flower (1988, p.1) in applying the HRM approach to a local government context, makes two key points relevant to our context:

People are the primary resource.

99

- Human resource management is prime responsibility of all managers, not a specialist role.

The debate between personnel management and HRM, as described by O'Neill (1994a, pp.200-5), is less relevant now, Much more significant for mangers in schools and colleges is a understanding of the philosophies of managing people (Hall, 1997a) which underpin particular approaches to HRM. The distinction between 'hard' and ' approaches, although simplistic, does offer managers an insight into alternative strategies.

The impetus, therefore, for an increased on HRM in the last decade or more demonstrates a high degree of similarity between the performance priorities of educational and other types of organizations (Riches and Morgan, 1989), together with a growing realization that optimum, rather than merely adequate, levels of organizational performance depend on the effective management of human resources (Bush and Middlewood, 1997).

The Human Resource Management Process

The human resource management process consists of six distinct steps: human resource planning, staffing, training and development, compensation management, employee evaluation, and employee movement. One step leads naturally to the next, and the process is somewhat circular: analysis of the final step of employee movement can help improve the first step of human resource planning. Note that in larger organizations, functional specialists handle most of these human resources management tasks; in smaller organizations, the tasks are usually divided among the whole management team.

Step I: Human Resource Planning

According to James W. Walker, through human resource planning, management prepares to have the right people at the right places at the right times to fulfill both organizational and individual objectives. Human Resource Planning is the process of analyzing an organization's needs for various employees in accord with its goals and devising activities to meet those goals needs. This planning consists of forecasting an organization's needs for employees in accordance with organizational goals and determining both the components of each job necessary to meet those goals and the characteristics of the people needed to fill each job. In simplest terms, human resource planning is about filling jobs. A **job** is defined as the array of tasks and responsibilities given to an employee in order to meet organizational goals.

Forecasting Human Resource Needs

When forecasting human resource needs, an organization must determine the number of employees required, the skills they must have, and when they will be required. These needs are affected by personnel changes within the organization, by changes in the organizational plans or structure, and by variations in the organizations demand for human resources or in the supply of job candidates both inside and outside the organization.

Personnel Changes

Even an organization's strategy and staffing levels remain static, manager must still anticipate the human resource caused when employees toke new positions within the organization, retire, leave voluntarily, or are fired. One way to find qualified job candidates within the organization (and help forecast the need for hiring from outside the organization) is a **skill inventory**, which list each employee's skills, knowledge, and other job-related information. Filling the vacancy vacated by the departure of an employee is called **succession**. Succession needs can be forecast with a replacement chart, which is an organization chart showing each key management position, which occupies it, when a vacancy may occur, and the names of the potential replacements.

Organizational Changes

Changes in organizational goals strategies create new positions and change old ones. As mentioned earlier, for example, automation reduces the need for some skills and increases the need for others. Changes such as downsizing, flattening organizational structures, diversifying, or decentralizing reduce demand for some jobs and may increase demand for others. For example, the lifting of Western Europe's internal trade barriers prompted electronics giant Group Bull to replace its national managers for maintenance, sales, and marketing with a single management structure for all of Europe.

Supply and demand. Organizations must also determine the number of jobs required to meet organizational goals (demand) and the number of people who will be available to fill those jobs (supply). Many organizations forecast short-term personnel demand through the budgeting process, in which managers estimate the number of employees demanded by their units' goals. For long-term forecasting of up to 10 years, organizations must anticipate demands posed by strategic organizational plans in relation to labor supply trends affected by population, technology, and competition.

Job *Analysis*

A basic tool of human resource planning is job analysis, a systematic process of collecting information about jobs, including the purpose of each job, its duties, its place in the organizational hierarchy, its working conditions and environment, and employee requirements. Job analysis is often undertaken to check compliance with civil rights hiring requirements, but it is also useful in other human resource areas, such as job design. Managers at Nissan Manufacturing's plant in Sunderland, England, for instance, modified an employee's job following a costly mistake by making the job's environment less confusing. The employee had mistakenly filled numerous windshield washer fluid bottles with the wrong liquid, which came in a similar drum. Managers reduced the chance for future errors b y ordering that various fluids be placed in drums with different colors, sizes, and connectors.

Job analysis can also be helpful because it sorts information into job specifications and job descriptions. Job specifications list the knowledge, skills, and abilities needed by an employee to successfully perform each job. Job descriptions list duties, working conditions, hierarchical relationships, equipment, and other requirements of the job itself. Job specifications help employers identify potential candidates, and they also help those

candidates assess their own fit with various positions. Job descriptions then give current and potential employees an idea of what's expected of them in each position.

In an effort to improve both the quality of work life and the organization's utilization of its work force, jobs are often designed on the basis of job characteristics, the theory that employees will be satisfied if they can assume adequate responsibility, can believe their jobs are meaningful, and can receive feedback regarding their performance. This theory holds that employees will be satisfied, motivated, and effective if their jobs include five specific core job dimensions:

- *Skill variety.* This is the requirement that employees use a variety of different activities, talents, and skills to successfully complete their jobs.
- *Task identity.* This means allowing employees to complete whole tasks from start to finish, rather than limiting them to disjoined portions of the job.
- *Task significance.* An employee's belief that the job significantly affects the lives of others within and outside the workplace has a great deal to do with overall job satisfaction.
- *Autonomy.* A degree of autonomy gives employees freedom in planning, scheduling, and choosing methods to complete the job.
- *Feedback.* Feedback means that the job itself provides employees with clear, direct, and understandable knowledge of their performance.

Step 2: Staffing

Staffing is the process of attracting and selecting employees for positions in accordance with organizational goals. Recruiting job applicants and then selecting the best applicants for the available jobs do this.

Recruiting

Recruiting is the process of attracting qualified people to apply for positions with organizations. This can be done internally (among an organization's current employees) or externally (outside the organization). One disadvantage of internal recruiting is that the employees who take the new jobs must themselves be replaced, unless their own jobs are being phased out. But a policy of internal promotions can improve employee morale and keep good employees from seeking work elsewhere. A key disadvantage of external recruiting is that new hires must undergo orientation, organizational socialization, and possibly other training.

Human resource managers focus recruiting efforts to help meet organizational needs for certain kinds of employees. For example, foreign organizations find it relatively easy to recruit highly motivated women in Japan because career opportunities for women are very limited in Japanese companies, where women hold just 0.3 percent of managerial positions.

A common technique used by human resource specialists during the recruiting process is the realistic job preview, in which a representative of the organization tells job applicants both the good and bad aspects of the organization and the jobs they seek. For example, human resource employees at Diamond-Star, a joint venture between Chrysler and Mitsubishi Motor, tell applicants they must learn several jobs, change shifts, give and take criticism, and work overtime; "You've got to ask yourself if you're willing to dedicate yourself to the Diamond-Star team," a company video warns. Realistic job

previews may cause some qualified applicants to decide against taking the job. Research confirms that realistic job previews lower applicant' initial job expectations, but that such previews also increase the organizational commitment, satisfaction, performance, and ultimate longevity of applicants who join the organization. In turn, increased commitment, satisfaction, performance, and longevity help human resource managers by minimizing moral problems and turnover.

Selection

Selection is the process of choosing the applicants who best suit vacant positions and organizational needs. The best selection methods are once that has the most validity, which is the degree to which the selection method accurately predicts future job performance. Common selection methods are:

- *Applications*. The first thing a job applicant normally does is fill out a job application, listing education and previous work experience. Applications can be a quick way to compare applicants and determine whether an individual applicant meets minimum job requirements. On the downside, applications don't provide much insight into personality, attitude, ambition, or other important attributes.
- *Interviews*. The most widely used selection method is the interview. But some researchers say it often has low validity because interviewers make the mistake of prejudging applicants on the basis of prior information or judging them based on only one or two key traits. Interviews can be most effective if the interviewer establishes rapport with applicants and puts them at ease and reviews all information available about applicants and the positions sought.
- *Reference* checks. Reference checks are also a popular selection method, in part because of the false information buried in many job applications, and in part because the potential hiring managerial peer in another organization. Fear of defamation lawsuits has prompted many employers to restrict information about former employees to dates of employment, although growing numbers of executives are willing to be candid in informal conversations. Gregory M.Jenks, operations manager for Eldon Group America's Thule division in New York, started giving candid references after a supervisor whom he had hired on good references was caught stealing; his previous employer has not revealed that the person had a police record.
- *Testing*. Human resource managers use a variety of tests to determine whether applicants have the characteristics required for jobs. Ability tests, like the spelling tests common in the publications industry, have recently lost favor because they may work against some minority applicants who haven't been exposed to mainstream educational opportunities. If carefully related to job requirements, however, tests can have both high validity and minimal adverse impact on minority applicants. Personality tests are controversial because of doubts about their relationship to job performance. But Massachusetts retailer Morse Shoe reduced its losses to theft by one-third after introducing a test designed to predict whether a job applicant would be honest, punctual, and conscientious. Performance tests, in **which** an applicant manipulates an object or

103

equipment such as a word processor or flight simulator, can have high validity. A similar technique uses assessment centers, where management candidates are tested on such things as decision-making and interpersonal skills while handling simulated work assignments in an office like setting. If properly designed, assessment center tests can be of high validity. Physical examinations are sometimes overlooked, but they have high validity and can be valuable if physical attributes such as strength or endurance are important.

Step 3: Training and Development

The shortage of skilled employees and their increasing demands for personal fulfillment on the job make training and development an essential area of human resource management. In one recent year, IBN invested $2 billion in employee training, an amount equal to one-third of its after-tax profits for the year. Overall, businesses in the United States spend somewhere between $30 billion and $60 billion a year on training. This money goes for orientation and socialization for new employees, training for employees taking new jobs or whose jobs have changed, career development for professional, and coaching for all employees.

- *Orientation and socialization.* If employees selected for vacant positions come from outside the organization, they must undergo orientation and socialization to become effective members of the organization. Orientation is a short-term process of introducing employees to their jobs, their peers and managers and the organization's structure and hierarchy. For instance, new employees at Mazda Motor Manufacturing's assembly plant in Flak Rock, Michigan, undergo weeks of technical and philosophical training, including three days on kaizen, the concept of continual improvement that is valued by Mazda's Japanese-influenced corporate culture. Socialization is a longer process of making an employee aware of the organizational culture, including such issue as on the job behavior and attitudes toward customers and suppliers.

- *Training.* Training is the process of teaching employees the behaviors, knowledge, and skills necessary for performing their jobs successfully or of reinforcing existing abilities to improve job performance. Employees can be trained in various ways. Videotapes, reading assigned for home or work, hands-on work with new equipment or simulators, and role-playing or other problems-solving games are all used in training. Manufacturing managers who once operated under Communist regime in Poland and Hungary have been trained in capitalist finance, product development, and employee motivation by vesting Japan, where government and business leaders offered lecturers, plant tours, and personal contact with successful businesspeople. The most common training method is on-the-job training, in which a manager trains employees while they are at their work assignments. This is efficient because trainees receive immediate feedback and are producing while being trained. Apprenticeship programs are one of the oldest types of on the job training.

- *Career development.* When applied to managers and professionals, training is often called career development, which prepares those key employees for present and future jobs. Career development is driven by two needs: (1) the

104

organization's need for future managers and leaders and (2) the employees and managers' need for increased knowledge and opportunities the will advance their careers. Organizations have responded by offering career development programs that identify the organization's career advancement paths or that consider individual skills and desires in light of job opportunities inside and outside the organization. Organizations may also help develop motivated employees' careers by giving them specialized training or by sending them to seminars to improve their skills and perspectives or to learn from other professionals. The Clerical and Secretarial Employee Advancement Program established by the state of New York and its civil service union helps develop nonprofessional into professionals. The program has expanded administrative and technical career opportunities in the health and legal fields and has helped move clerical and secretarial employees into professional budgeting, counseling, investment, and administrative positions.

- *Coaching.* An important type of on-the-job training is coaching, a one-on-one relationship in which supervising managers give employees continual guidance and feedback about their performance. Coaching can be effective because it is continuous. General Electric found that its annual employees feel defensive, so it improved performance by emphasizing daily coaching and more frequent meetings for employees and their managers to mutually set goals and discuss performance and career plans.

Step 4: Compensation Management

One of the most important human resource tasks is setting levels of compensation. Compensation includes the direct wages, benefits (insurance, vacation time, and so forth), and incentives (such as merit pay, stock options, and bonuses) given to employees in exchange for their work. Benefits are parts of the compensation package provided by the employer other than direct wages, such as health insurance and pension plans. Benefits exceed 30 percent of payroll costs in some organizations. An example of an incentive is the employee suggestion program at Johns Hopkins University Hospital in "Baltimore, Maryland, under which an employee who suggests a money-saving idea receives 10 percent of resulting savings.

If compensation levels are too low, an organization will have trouble attracting qualified candidates, holding onto its best employees, and keeping morale and productivity high. Excessive compensation levels, on the other hand, reduce profitability. A balance was struck at Hungary's Ganz-Hunslet locomotive and metals company, a joint venture with Great Britain's Teflon group in which pay raises improved employee performance to such a degree that production increased and profitability became possible despite the layoff of half of the 1,400- person work force.

For maximum effectiveness, employees must perceive compensation levels as equitable both outside the organization when compared with industry and regional averages, and inside the organization as compensation changes for various jobs. Compensation rates also vary according to the economic sector in which the organization operates; professionals in the for-profit as much as 20 percent more than professionals in the same jobs with not for–profit organization.

105

The main tool human resource managers have in setting compensation levels is the job evaluation, a process of ascertaining how much each job is worth to the organization and assuring that the pay level for various jobs is fair. In small organizations, this may be done by simply ranking jobs from most important to least and assigning compensation might assign points for various job factors such as danger, responsibility, physical difficulty, and required skills, and then base wage levels on the total of points per job (see Exhibit 13.8). This point method is a popular way to determine wage structure.

Other concepts also guide human resource managers in designing compensation plans. The notion of comparable worth holds that jobs of equal value to an organization should blew compensated at the same level, which promotes a feeling of pay equity within the organization. This issue has been raised frequently in recent years, as many women have found themselves performing the same functions as men but receiving lower pay. Another concept is to peg pay to performance (by the organization as well as the individual) through merit awards, bonuses, and profit sharing. First service Bank of Massachusetts reduced turnover 50 percent and increased productivity 25 percent by typing paychecks and bonuses directly to performance. An organization that rewards performance though merit pay or advancement is called a meritocracy, and the use of incentives tied to organizational performance is called gain sharing.

Step 5: Employee Evaluation

It is difficult for people to know where they are going if they don't know where they've been. This is why it is important for an organization to have a formal system of evaluating employees, their managers, and even the organization itself. Employee evaluation is the process of assessing the quality of an employee's job performance and communicating those findings to the employee. This is accomplished through a performance appraisal, which is the process of evaluating employee performance in relation to expectations and providing feedback. Most often the performance appraisal consists of an annual meeting in which a manager tells an employee how well the employee is doing the job.

Appraisals can improve performance and provide a basis for promotions, transfers, demotions, and termination. Great Britain's Rentokil Group improved employees' performance by combining its appraisal program with management development efforts and changing its evaluation emphasis from past financial performance to employees' needs, abilities, and performance over the next 12 months. Appraisals can also have dramatic effects on organizational performance. For example, Bedford vans of Great Britain had lost money for a decade, but three years after Isuzu bought a 40 percent share the joint venture finally became profitable by establishing work teams and requiring performance appraisals for all 1,750 employees. In some organizations, employees also appraise their managers. Researchers warn, however, that management often hurts the integrity of such appraisals by ignoring results and by failing to communicate findings to employees.

A novel approach to appraising performance was used by Bemis of Minneapolis, Minnesota. The company hired a cultural anthropologist for 30 days to observe employees in work and social situations, which provided a more in depth and accurate assessment of the organization's culture and daily climate than standard appraisal

methods could. The anthropologist discovered that top management did not delegate responsibility well; when supervisors and crafts-people were reluctant to make decisions, top management moved in quickly and made the decisions for them. As a result of the anthropologist's study, the company began coaching to managers to help them overcome the temptation to do the work they had delegated to others.

Step 6: Employee Movement and Replacement

Employees, who leave jobs within the organization, must be replaced unless the organization is downsizing. Employees who are leaving are a valuable source of feedback about the organization itself, and the entire process of employee movement provides information for assessing the organization's job analysis. Employees leave their jobs in one of five ways.

- **Promotion.** The happiest way for employees to leave their jobs is through promotion, which is the elevation of an employee to a di9fferent job that pays better or is higher in the chain of command.
- **Transfer.** Employees may also leave their positions through transfer, which is a lateral move to a different job of similar pay and responsibility within the organization.
- **Demotion.** Employees who do not perform their jobs adequately or who are dissatisfied with the amount of work or responsibility required by their position are candidates for demotion, which is moving an employee to a lower status position. This isn't always viewed as a negative outcome, however; in a few cases, employees appreciate the opportunity of trying a higher-level job and returning to a lower-level position is they find that the job isn't a good match for their skills and interests.
- **Voluntary severance.** Managers also have to provide f9or the loss of employees who voluntarily leave the organization. Employees can leave because a spouse has been transferred, because they've found more attractive jobs in other organizations, because of serious illness or injury, or for other personal reasons.
- **Termination.** Employees may leave an organization involuntarily if they are surplus to the organization's needs or if they are unacceptable to the organization because of discipline or performance problems. Any dismissal of an employee is called a termination. Terminations of employees for strategic reasons that are not connected with employee performance are called layoffs. Layoffs can be permanent (when caused by reorganization or by elimination of surplus employees-hired as a result of poor planning, for example) or temporary (when caused by economic factors such as recessions or by seasonal factors such as winter in a summer resort).

The last step in the human resource management process leads back to the first two steps because replacing organization members involves planning and staffing functions. Finding replacements for organization members can be difficult, and an inability to replace organization members could require changes in strategic planning.

If employees are leaving the organization voluntarily, it is important to know why. An organization can get valuable feedback about employees and its own performance through an exit interview, which is a formal conversation with a departing employee to

learn why the employee is leaving the organization. Exit interviews can help the organization find and correct problems with employee morale, job design, planning, and other aspects of the human resource management process. In the case of involuntarily terminated employees, exit interviews offer human resource managers the chance to clarify the employee's rights of appeal, to head off or gauge the potential for a future wrongful discharge lawsuit by the employee, and to help avoid strong negative feelings among employees who remain at the organization. Because they can provide candid feedback about employment situations, exit interviews (and performance evaluations with current employees) are a valuable source of information for job analysis and the overall task of human resource management.

As stated earlier, the present government has established special Task Force (T.F). The main charge of the T.F however, is not to present a drastic policy change; it is to present a paradigm shift in implementation based upon a holistic and integrated approach that is anchored in people exercising decision making rights about their lives. The cornerstone of the T.F approach is the establishment of public-private partnerships in education, health and micro enterprise development. The T F itself is an example of this partnership. The task Force is comprised of a mix of experts from civil society, NGO representatives, academics, government functionaries and hands on practitioners who are now working on a plan aligned with the human development objectives delineated by the Government of Pakistan. The TF aims to complement the reforms initiated by the government in the social sectors.

The main policy thrust shaping the TF action plan is to approach development holistically rather than sectorally. While recognizing that for managerial efficiency. Development does have sectoral components, the (TF) action plan hinges on the complete integration and coordination of programmes and interventions at a community level.

The final action plan produced by the Task Force will be a holistic development programme that will be designed for implementation at the community level.

Conclusion

The Task Force is working to provide innovative ideas and approaches to overcome the developmental hurdles Pakistan faces. However, for the accomplishment of targets set out needs a lot of financial resources and their effective utilization. Some major problems are instable governments in Pakistan, extra ordinary dependence on international donor agencies/ countries, and defective economic structure, which may create problems in the achievement of targets, set forth in the official documents.

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COUNSELLING IN DISTANCE EDUCATION

By

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The couselling is defined as "Assisting individuals towards responsible independence, development of maximum potential or self actualization". (Arbuckle's,1967). While psychological purpose of counselling is "to facilitate development" It aims at maximizing human activeness. Effective human behaviour is the behaviour which give an individual the greatest possible long term control over the environment and effective responses within him which are evoked by any environment.

It is obvious that counselling is about how to choose to live within the constraints or personal limitations, society and physical environment. Hopson (1982) has suggested that there are four possible strategies for solving such problems. These are meant to

1. change the situation
2. change self to adopt the situation
3. get out of the situation
4. stay with the situation and develop way to live with it.

Sometimes, the combination of these may be employed. Counselling in distance education (as this deals usually with the adult) is mostly non-directive. It may be formal or informal. (Munro et al, 1983). Here following four stages have been identified:

- The first is that of helping a person to explore his/her problem.
- The second stage is of understanding of the problem.
- The third stage is helping in the decision-making.
- The fourth stage is putting decision in action.

These stages are not fixed to be followed rather generalized decisions. Problems faced by the distance students may be of

- Physical distance
- Time of schedule
- Limited number of places available
- Limited number of teachers available
- Cultural and religious and political considerations.

Blanchard (1974, P.50) defines counselling as "working with personal problems as opposed to firmly giving and receiving". Counselling actually takes place in the mind of the counsellor. In actual sense counselling and teaching are interrelated processes. Teaching is an activity, which focuses at the facilitating human development.

As student's spectrum is versatile, so different strategies and tactics are required, person come with anxiety in attempting an assignment may need a different approach from a person who comes with anxiety on examination. Therefore a counsellor needs to

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have a range of skills to the situation along with knowledge his/her own limits. This will help the counsellor while referring the students to an appropriate person or agency.

As indicated earlier, counsellor has to assist the students in understanding their situations and the problems so it is necessary to consider some of the basic helping skills. The most critical and creative is listening (Pinny, 1981) or active listening (Nilson-Jones, 1983). So the counsellor therefore, has to pay deep attention to the statements of the students as well as to his/her feeling.

There should be an act of empathy. Here volume, tone, stress on specific words clarify the description of the situation, pace to state of the statement even silence and body language (non-verbal behaviour) is important. Here listening and attending is not only desired but active listening and attending is required. This may be at communication level i.e. reflection of content, reflection of feeling. These should be facilitated by physical position.

Thus, many students facing personal problems may need counselling. Students look towards distance education institutions to help them so as to develop their potential. Following are the primary functions of education, which clearly need guidance and counselling services:

1. Development function.
2. Differential function.
3. Integrating function.

Now let us consider counselling in the theoretical perspective of education, which are briefly discussed below.

Theory of independent study

According to this theory, the learning occurs separate in time and place from the teaching while teacher has the influence at least equal to the teacher in determining goals, resources and evaluation decisions. So the learning is self-pacing, individualized and freedom in selection of goals and activities provided. Student may need counselling in the selection of goals hence here the degree of autonomy and dialogue may vary with the maturity of the learner and level of the academic work. The role of the educational institutions varies with respect to degree of control which largely depends upon the goals or aims of a specific programme. However Holmberg (1987) is of view that an adult educator who regards his work duty to provide support to the distance students whether asked or not. This supports is provided through educational design.

Theory of individualization

According to Peter (1981), distance education is product of industrial era where economic and industrial theory is applied to the distance education process. So usually distance education caters large enrollment and uses mass media technique (Robert, 1984). But individualization cannot be successful without student's support system. This is also necessary as this theory partially meets the essential requirement of the teaching. It pays comparatively little attention to the functional relationship, condition and outcome of the learning. According to Rashid (1992, p.41) Peter's theory is silent on the human aspect, which cannot be ignored as education aims at total development of the

person. This by itself highlights significance of the guidance and counselling services in this theory.

Theories of interaction and communication

These theories view interaction and communication as central to distance education. So there is provision of effective or satisfactory learning experiences for the distance students after mailing of study materials. The tutor as an academician has to play the vital role of counsellor. He has to perform the role of correcting assignments. In didactic conversation Holmberg (1983, p.116) listed seven postulates, which are concerned with two-way communication by correspondence or telephone. Student's assignments are seen as facilitator rather than as instrument of assessment only. It can occur only if guidance is provided on studying the materials effectively and completely the assignments effectively.

Another theory of the group is concerned with the interaction between the distance learner and the teaching institution. Sewert (1981) advocated an interactive system of distance education with the study center manned by tutor counsellor whose function is mainly to provide human contact and facilitate learning. Here the tutor counsellor is seen as local and continuing support for distance students. This type of support helps to bring down the drop out rate.

Conduct of helping

This is a learning point from where the process of exploration may start and this may be encouraged by the open questions and use of minimal encourages. There are different model of counselling as helping process. Most model divide process into stages. Peterson and Nisenholz (1995, p.93) Egan (1982) Ivey and Sinek-Morgan (1993) Hansen, Stevic and Warner (1986) and Brammer (1993) work is examples.

Source: J. Vincent Peterson and Bernard Niseholz (1995). Orientation to Counselling Third Edition Bosdten: Ally and Bacon. P.94

Counselling at a distance exist even in situations where there is face-to-face contact between students and the teacher or tutor. Woolfe et al (1987, pp. 111-112) have listed seven categories where this relationship is developed.

1. One way written material i.e. instructional design
2. Two way written material i.e. letters, assignments
3. Contact on telephone
4. On via mass media
5. Two way contact via radio, tape and audio
6. Two way contact via audiotape. In this lapse sent back and forwarded between students and tutors.
7. Computer based contact.

While thinking about categories listed earlier empathy, acceptance, genuineness and skills such as active attending and listing are necessary.

Letters and Telephones

Letters and telephone are important means to help the students if careful consideration is not given to a student he/she may drop out. Tutor/course coordinator

should be respective to the idea of exploring the types and level of expectations and feelings of the students. If done properly, one can acknowledge the potential of the situation for facilitating students progress and can apply counselling skills. First important point is that some kind of contact is made. Letters should be responded without delays, as delay may cause drop out. Telephone is more immediate and spontaneous. Students usually write and talk not about the contents but also about their fears and anxieties. Both of these establish the basis of working relationship, which helps the person in clarifying his/her own objectives. Telephone calls or letters may be a starting point, after which students may visit or may write or telephone further. Counsellor may apply skills of empathy, acceptance and honesty.

One way written material (bibliography)

One way written material (bibliography) in loose sense can refer to the use of any form of literacy material, including fiction, in the field of physical and psychological problems. But now according to Woolfe (1987, p.115) it is used to describe "self help learning treatment or action programmes those attempt to engage readers in discussion about personal change". This type of material offers a large amount of self-assessment and diagnostic material. This helps to generate a self-profile leading through an examination of behaviour and feeling to plan for action. Students at a distance are engaged at a variety of levels including thinking, feelings, and behaviour which means that whole person in important. In general this approach is called eclectic approach. This eclectic approach of bibliography focuses on rational emotive therapy, instructional analyses, and gestalt behaviorist perspectives. Bibliography involves the employment of written material to produce change in the reader in such a way that facilitates the change as directed by the person.

Counseling through Radio and TV.

Broadcasting as a number of advantages over other sources of help.

Peterson and Blaslko (1994) as quoted by the Woolfe et al (1987, pp. 128-129)suggested seventeen guidelines for advice and counselling through broadcast media. Five of which are:

1. A clear understanding of whether the aim of a programme to provide advice, referred as counselling.
2. Awareness of such problems and how to avoid them as sensationalism, unwarranted invasion of privacy, false identification with another person's problems, time constraints and need to generalize from specific enquires to the determinant of the individual enquirer.
3. Need for an off-air back up services and communication of its nature to listeners e.g. leaflet personal advice.
4. Adequate back up resources like telephone and leaflet's
5. Callers not dealt with on a programme should be dealt with either by referral or directly off-air".

Group counseling

Group is an existing, diversified and effective way to help the students. Group may be of many forms "these to seem be a group experience tailored to suit the interest and need of any one who seeks psychotherapy, personal growth **or** simple support and companionship for other" (Lynn and Fraunan, 1985, p.423). The group may be Guidance/ psycho educational group counselling interpersonal problems-solving group, psychotherapy /personality reconstruction group, Task/Work group traditional and historical group. Theoretical approach to counselling in group is varied one. i.e. the work with group may base on psychoanalytic, Gastalt, person oriented, retional-emotive, transitional analysis and behavioural theories. The implementation of any theoretical approach will differ according to the group dynamics. While applying the specific theory, according to *Ward* (1982),counsellor or tutor has to pay attention to the individual, and group level processes.

According to Gladding (!996, p.338), counsellor/tutor must be aware of the stage of interactive work. These stages are terminating. Other model of group counselling also exist but most comprise three to five stages. Peterson and Nisenholz (1995, PP.260-263) has established five stage model on behaviour. Stage 1- Orientation /Forming, stage 2- Transition/Stroming, stage 3- Cohisiveness/Norming, stage 4- Working/ Performing, stage 5- Adjouring/Terminating but overall development of the stages cannot be specifically differentiated Hasan et al (1980, P.476) view that "group may not necessarily move step by step through five stages, but may more backward and forward as a part of its general development" but for the group a beginning, a iddle and a closing is a must. On group processing, functions of counsellor/tutor as identified labour man Yalom and Miles (1973) as follows are 1) emotional situation 2) Caring 3) Meaning attribution, execution. For this counsellor/tutor has to apply individual as well as group techniques as this has interpersonal dimension as well as group dimension.

Tutor as counsellor

Distance educational institutions may develop self instructional material, efficient distribution network but there may be many points where students might need help. This is only possible when the system overcomes the barrier of the distance. In most of the distance education institutions tutors are a part of the organization. Tutoring may be carried out through face to face contact or by correspondence. This function of the tutor according to Rashid (1980, P.38) is carried out by the following.

- Local or field tutor where they are employed.
- College staff who will do some tutoring at study centers but may also visit the students.
- Head teacher, if it is possible to involve them particularly in teachers training courses.
- Correspondance tutors.
- Radio tutoring.
- A student advisor, where one is employed on the staff of distance teaching institution.

Students of the distance education system may have isolation from the institution, or students. They might have hetrogenous educational background so planned counselling is required by the tutor. He may be sourse of dissimination of knowledge, problem solving (emotional, educational and financial). In some cases counselling may be seen as a pertaining tutoring. Some distance learning institutions see counselling as an unnessary service, others offer a little and very few have organised it into system.

When decision is made that counselling services should be provided, institutions has to consider questions like these;

1. Do counselling services need to be locally centrally located?
2. What kind of services need to be provided?
3. What kind of people are needed to staff in?
4. Should counselling role be separate from tutors? (Robinson, 1981, p.157)

So the role of counsellor which he might play in distance education system is of:

- Advicing applicant according to their potential and context (programme level)
- Explanning the distance learning in which they are applicant.
- Advising students on course choice.
- Providing guidance on adminstrative problems.
- Leasing with tutors.
- Assessing students to develop their skills.
- Helping students to maintain their motivation.
- Facilitating study group activities organized.

In short, counselling has emerged as an important ingredient in the distance education system. Most of the distance educational institutions have some type of students counselling services for the purpose of providing personal, educational and vocational counselling to the students, faculty and staff.

Counselling in Pakistan

Allama Iqbal Open University is the only university of Pakistan practicing the distance education mode. This university was formally established in 1974 is entrusted with the task of serving the whole country and all categories of people. Its students are provided with support services. Counselling is one of the students' support services The Counselling services at Allama Iqbal Open University may be categorized as:

Counselling at the main campus

Counselling at the regional centers

Counselling at the tutorial/workshops

Counselling at the main campus.

Counseling related to academic matters is carried out by the academic departments by providing information and advice in course/programme related matters. Admissions and examinations departments are there to solve academic problems, Along these, there is Students Affairs Cell to advise the students and potential students to take appropriate possible decision for admissions, examinations etc. In addition, students are advised and helped on the academic difficulties caused by the personal problems.

Regional centres assist the potential students in choosing the programmes in their perspective of qualification. Besides this, main function of regional centers is organizing the tutorial supports for various courses. Regional personnel are representative of the university in the different field. Their responsibilities are beyond local administration and organizing of tutorial support services. With the emergence of AIOU as a maga university, workload of the regional centers has increased. In order to improve the students counselling in the region, student's counsellor has been appointed at the regional Campus to begin work. The responsibilities assigned Students Counselors by the Director Regional Services are as follows:

1. Guidance and Counselling of students regarding AIOU programmes admissions and examinations schedule.
2. Pre-admission and post admission guidance and inquiry redressal.
3. Dealing students affairs as could ensure redress of their grievances.
4. Prompt response to the student's general queries/complaints.
5. To assist regional heads in the arrangement of student's activities.
6. Sales of admission forms will not be assigned to the student's counsellor.
7. Any other task assigned by the Regional Head.

Students Affairs Cell

It was established as Students Advisory and Counselling Cell. Now it has been strengthened and upgraded as the Directorate of Students Affairs. Main objectives of this are: to provide academic assistance to the students enabling them to continue their course of studies smoothly. In addition it actively processes student's complaints and problems regarding to admission, on mailing, issuance of results and degrees, certificates diplomas and other matters refereed to it by the students,

The detail objectives of this directorate are given below:

1. To provide guidance and counselling to the distance learners through media, telephone and letters;
2. To carry out individual as well as group (face to face) counselling session at the main campus as well as at regional centers.
3. To act as a liaison between the students and the University.
4. To promote healthy interaction amongst the students through curricular/co-curricular activities so as to motivate them to become active learners throughout the course of studies.
5. To attract new learners and to explain them features of distance education.
6. To write and weekly compare radio programme JAMIA NAMA to provide current information regarding University programmes for students and general public and to highlight the pressing issues of the students and suggest remedial measures.
7. To respond to the queries of general nature.
8. To resolve the problems of the students by making liaison with relevant and academic and servicing department.

The directorate adopts the following modes to counsel and assist general public.

1. Standard answer sheets
2. Personal/specific letters.
3. Telephone counselling.
4. Face to face guidance.
5. Regular commission through media.

It is evident from the objectives that the directorate carries out the following functions.

1. Informing.
2. Advising.
3. Counselling.
4. Coaching.
5. Advocacy.
6. Problems.
7. Co-ordination.
8. Feedback to system.
9. Students extra co-curricular activities.
10. Financial assistance.

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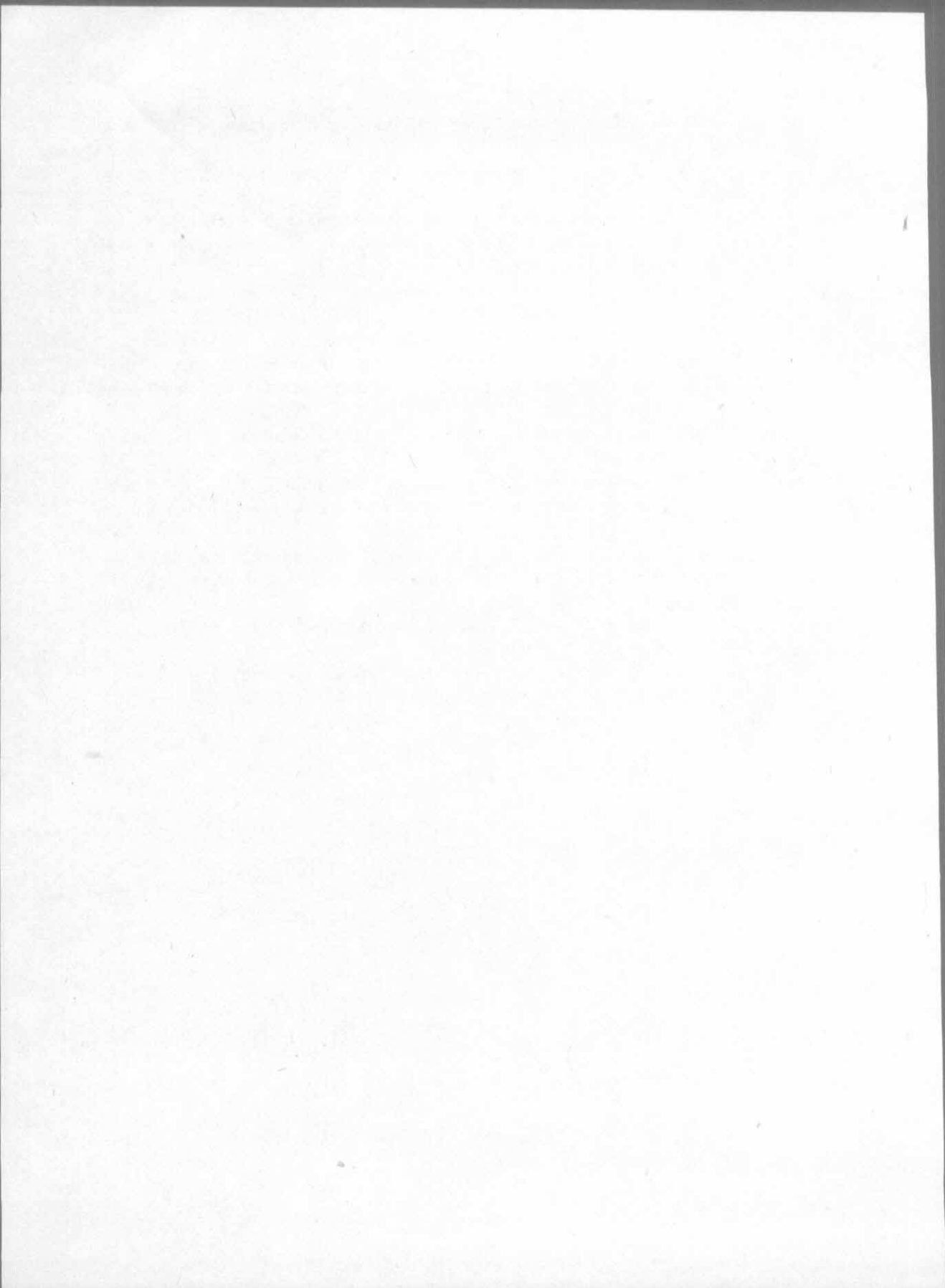
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CONTRIBUTION OF PRIVATE SECTOR IN THE DEVELOPMENT OF PRIMARY EDUCATION IN RAWALPINDI

By

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Abstract

Primary education is the most important level of education. It contributes towards the economic growth of the country and the individual itself. To provide primary education to the children is a duty of the nation as it is the right every child that has been recognized by the government of Pakistan. Scarce resources available with the government are not sufficient to provide this opportunity. As the government alone cannot meet the challenge, therefore, some other resources have to be explored to supplement the efforts of the government.·

Private sector is one such option. Private sector has always played a vital role in the development of primary education in the country. Though it had a major setback through the nationalization process of 1972, yet it gained a momentum when it was allowed to open schools in 1983. After that, the private sector has flourished a lot especially in urban areas. The contribution of private sector has not yet been fully determined. To plan for future, it is required that the contribution of private sector should be calculated to have a baseline. Recently a Ph.D. student of University of Arid Agriculture, Rawalpindi conducted such study in which she investigated the contribution of private sector in the development of primary education in Pakistan. Rawalpindi was included in sample cities. The major findings of the study related to primary education in Rawalpindi are presented in this article. These can be generalized to any city of Pakistan.

Introduction

Education is the right of every child and it is the responsibility of the state to provide educational facilities to each and every teenager. "Every one has the right to education", states the Universal Declaration of Human rights (1989), cited in the National Education Policy 1998-2010. This fundamental right has been recognized in the Convention on the Rights of the Child (1998) stressing that the "child has a right to education and it is the duty of the state to ensure that primary education is free and compulsory". Being signatory of the universal Declaration of education for All, during Jometein World Conference on Education, held in 1990, Pakistan is bound to provide educational facilities to obtain universal primary education.

It is sad to note that the literacy rate is very low and has not gained the desired level even after more than a half century of independence. According to the Census Bulletin of Pakistan, published in March 1999, the literacy arte has increased from 26.6 percent in

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March 19981; to 45.4 percent in March 1998 showing an increase of 72 percent. Education contributes to the mental, physical, social and cultural development of the individual. Therefore, no body should be denied access to it. On the other hand, nations progress through the development of the individuals; it is evident from the fact that all developed countries have attained their present status after obtaining almost hundred percent literacy rate. The importance and its vital role in the economy of the country is also obvious from the fact that nearly one, out of every five persons alive today, is either a pupil or a teacher in a formal system of education. As per report of 1998 Census, over thirty nine million persons were found to be either attending educational institutions or had attended earlier.

Primary Education

Primary education has been considered as the most important level in attaining the desired rate of literacy. Not only it helps in increasing literacy rate, but also helps in the rapid economic progress of the country. The role of primary education in contributing towards the socio-economic development has captured the attention of many researchers throughout the world. This hypothesis further emphasizes upon the role of primary education in developing countries like Pakistan. Pakistan is confronted with the hard choice of diverting its scarce resources to many other sub-sectors of education, such as secondary education, technical education and higher education. Universal primary education is yet a dream to be fulfilled. Government alone cannot meet the challenge and some other resources are to be explored to help the nation.

Private Sector

Scarce resources available with the government are not sufficient for achieving a reasonable rate of literacy and universalization of primary education. Private sector has always played an important role in the field of education in the past. The National Education Policy 1998-2010 states that the system of grant in aid introduced before independence, worked well till 1972 for attracting the private sector to participate in the provision of educational facilities to the citizens who were clamouring for more and better education for their children. According to the National Education Policy 1992, after 1947 and till 1971, the private sector contribution expanded considerably through a variety of non-government organizations. In 1972, all private educational institutions were nationalized. This act of the government kept the private sector away from the education field for quite sometime. However, in 1983, the government decided to revise its decision and a directive from the Ministry of Education was issued permitting the private sector to open new schools and denationalization of the institutions, which were previously nationalized, was also allowed. The private sector has flourished again and its revival is obvious through its rapid expansion, especially in urban areas.

Contribution Of Private Sector

The private sector is playing a vital role in providing educational facilities in urban areas. It is catering to the educational needs of the children from all socio-economic backgrounds. It is providing a very important service of meeting the growing demands of education that the government is unable to meet. In a study carried out by World Bank in

122

1996, it is shown that there is a strong demand for private education in urban areas of Pakistan. It states:

"In the Lahore urban area studied, over 90 percent of children- and over 75 percent of the poorest- attend school. Despite the greater cost to parents, most children are educated in the private sector. More than three-quarter of children from middle-income families goes to private schools, but about half of the poorest children do as well. Moreover, parents' decision to use private schools is not driven by the absence of government schools in their areas, but rather by the greater value they see in private sector."

How far the private sector is contributing or will be helpful in attaining universal primary education is a fact that has not yet been fully explored. There is no proper system to obtain data of private sector participation. The statistics available and provided by the government educational department do not provide a real picture. It is either of public sectors or comprises very minor portion of private sector. A few sporadic efforts have, however, been made in recent years to have a picture of private sector participation to give a very revealing picture about this phenomenon. An M. Phil. (Education) student of AIOU, conducted a study in 1998. It revealed that the number of students studying in private primary schools may be around 266,340 extrapolated on the basis of 10 percent random sample. Whereas, the Punjab EMIS data reported this figure to be around 31,416 for public sector. It showed that no less than 8 out of 10 children are studying the private school system in Rawalpindi City. These eight out of ten children are nowhere reported in the EMIS data.

Contribution of Private Sector In Development of Primary Education in Rawalpindi

Recently a Ph. D. student of University of Arid Agriculture carried out a study in which contribution of private sector in the development of primary education in Pakistan has been investigated. This study has presented the contribution of private sector of nine sample cities from all over the country. Rawalpindi is one of such cities. Only 5 percent schools, i.e. 70 private schools were taken for sample. Major findings of this study are presented in the following table:

5.1 Management Of Private Schools
Table 1 Year of establishment

City	Less than 5 Year (1995-00) n %	Less than 10 Year (1990-95) n %	10 years or more (1985-90) n %
Rawalpindi	23 (33)	14 (20)	33 (47)

The above-quoted table shows that the majority of private schools, i.e. 47 percent schools were established during 1985 to 1990. Surprisingly, least schools, i.e. only 20 percent were established during 1990-95. The political situation in the country prevailing during this period may be the main reason for this.

Table 2 Ownership of private schools

City	Own- n %	Employee- n %	No response
Rawalpindi	45 (70)	19 (30)	06

The table 2 shows that majority of private primary schools; i.e. 70 percent were managed by the owners themselves. The employees managed only 30 percent.

Table 3   Management of private schools

City	Individuals n %	BOG n %	NGO n %	Association n %
Rawalpindi	44 (61)	10 (15)	4 (06)	12 (18)

The above-quoted table shows that individuals managed majority of private primary schools in Rawalpindi. They managed 61 percent schools, while associations managed 18 percent, 15 percent were managed by BOG and 4 percent were managed by NGO.

Table 4   Relationship of private schools with government

City	No contact n %	No response	Contact n %	Helpful attitude n %	Not helpful n %
Rawalpindi	25 (39)	06	39 (61)	25 (64)	14 (36)

Table 4 shows the relationship of private schools with the government in Rawalpindi. It shows that 39 percent schools have no contact with the government. Rest of 61 percent schools, which have contact with 64 percent schools, reported helpful attitude. About 36 percent schools had not found the helpful attitude of the government.

5.2   School Organization

Table 5   Government grants to private schools

City	Not responded	Not receiving n %	Receiving n %	How much per annum
Rawalpindi	13	56 (98)	1 (2)	Rs. 25,000

Table 5 shows that out of 70 sample schools, 13 schools did not respond. Out of remaining schools, which responded, 98 percent were receiving no grant while 2 percent reported about receiving grant from the government.

Table 6 Registration of private schools

City	Not registered n %	Registered n %	With whom	Applied for	Not responded
Rawalpindi	11 (17)	51 (83)	Education Dept. 49	02	06

Table 6 shows that 83 percent schools were registered with Education Department while 17 percent were not registered.

5.3   Category of School

Table 7 Gender wise distribution of private school

City	Male n %	Female n %	Mixed n %
Rawalpindi	04 (06)	02 (03)	64 (91)

Table 7 shows that 91 percent sample schools were mixed, 6 percent were for male and only 3 percent were for female students.

Table 8 Nature of private schools

City	Primary n %	Part of other n %	Not responded n %
Rawalpindi	27 (40)	41 (60)	02

Table 8 shows that out of total sample schools, 40 percent were primary schools while 60 percent were part of other middle or high schools.

5.4 Physical Facilities

Table 9 Ownership of private schools

City	Own n %	Rented n %	Partly rented
Rawalpindi	24 (34)	45 (64)	01 (02)

Table 9 shows that 34 percent schools had their own buildings while 64 percent had rented buildings in Rawalpindi. Two percent schools had buildings, which were partly rented.

Table 10 Number of private schools using teaching aids

City	Charts	Maps	Chart Board	Radios	TV	VCR	PC	Overhead projectors
Rawalpindi	70	62	63	14	17	13	33	03

Table 10 shows that 70 schools had charts, 62 schools had maps, 63 schools had chart boards, 14 schools had radios, 17 schools had TV, 13 schools had VCR, 33 schools had computers and 3 schools had overhead projectors as teaching aids.

Table 11 Availability of utilities

City	Electricity n %	Gas n %	Water n %	Telephone n %
Rawalpindi	70 (100)	63 (90)	70 (100)	44 (63)

Table 11 shows that 100 percent schools had electricity and water facilities while 90 percent had gas and 63 percent had telephone facilities.

5.5 Academic Situation of Private Schools

Table 12 Syllabus being taught

City	Own n %	Government n %	Mixed n %
Rawalpindi	15 (21)	09 (13)	46 (66)

Table 12 shows that 21 percent schools had their syllabus, 13 percent had government syllabus while 66 percent had mixed syllabus.

Table 13 Medium of Instruction

City	Urdu N %	English n %	Both n %
Rawalpindi	08 (11)	57 (81)	05 (08)

Table 13 shows that 11 percent schools were Urdu medium, 8 percent had both Urdu and English as a medium while 81 percent had English as a medium.

Table 14 System of Examination of class v

City	School exam n %	Govt. n %	Not reached class V
Rawalpindi	49 (74)	18 (26)	03

Table 14 shows that 26 percent schools had government system of examination, while 74 percent had their own examination system for class V.

Table 15 Teacher / Student ratio

City	Total Students in 2000	Number of teachers	Teacher/student ratio
Rawalpindi	18,752	893	1:21

Table 15 shows that teacher/student ratio was 1:21 in Rawalpindi in the year 2000.

5.6   Year-Wise Enrolment Of Students
Table 16 Gender-wise enrolment of students

City	Year	Boys	Girls	Total	% Increase
Rawalpindi	1997-98	9601	6569	16170	-
	1998-99	10397	7073	17470	(+) 8
	1999-00	10908	7844	18752	(+) 7

Table 16 shows the year-wise enrolment in private schools of Rawalpindi. As only five- percent schools were taken as sample, therefore total enrolment can be calculated. Total enrolment can be shown as following:

Table 17 Year-wise total enrolment

| City	Year	Boys	Girls	Total	% Increase
Rawalpindi	1997-98	192,020	131,380	323,400	-
	1998-99	207,940	141,460	349,400	(+) 8
	1999-00	218,160	156,880	375,040	(+) 7

Summary
Recently a study was carried out by a Ph. D. student of University of Arid Agriculture, Rawalpindi to investigate the nature and extent of contribution of private sector in the development of primary education in Pakistan. It has covered nine big cities of Pakistan. Rawalpindi is among such sample cities. The information available through this study, can be generalized to any city that has same characteristics.

This study showed that there were 374,040 students studying in the private primary schools of Rawalpindi in the year 1999-2000. Teacher/ student ratio was also very significant as there were 21 students for one teacher. About 74 percent schools were following their own examination system while 26 percent were having government examination system for students of class V. About 81 percent were English medium, 11 percent were Urdu medium and 8 percent had both Urdu and English as a medium. About 66 percent had mixed syllabus, 21 percent had own syllabus, while 13 percent had government syllabus for their students. Utility services were provided in almost all schools, and the majority of schools were using teaching aids. It was noted that about 33 percent schools had computers. About 64 percent schools were working in rented buildings, while 34 percent schools have their own school buildings. About 91 percent schools have co-education system, 6 percent were for boys and only 3 percent were for girls.

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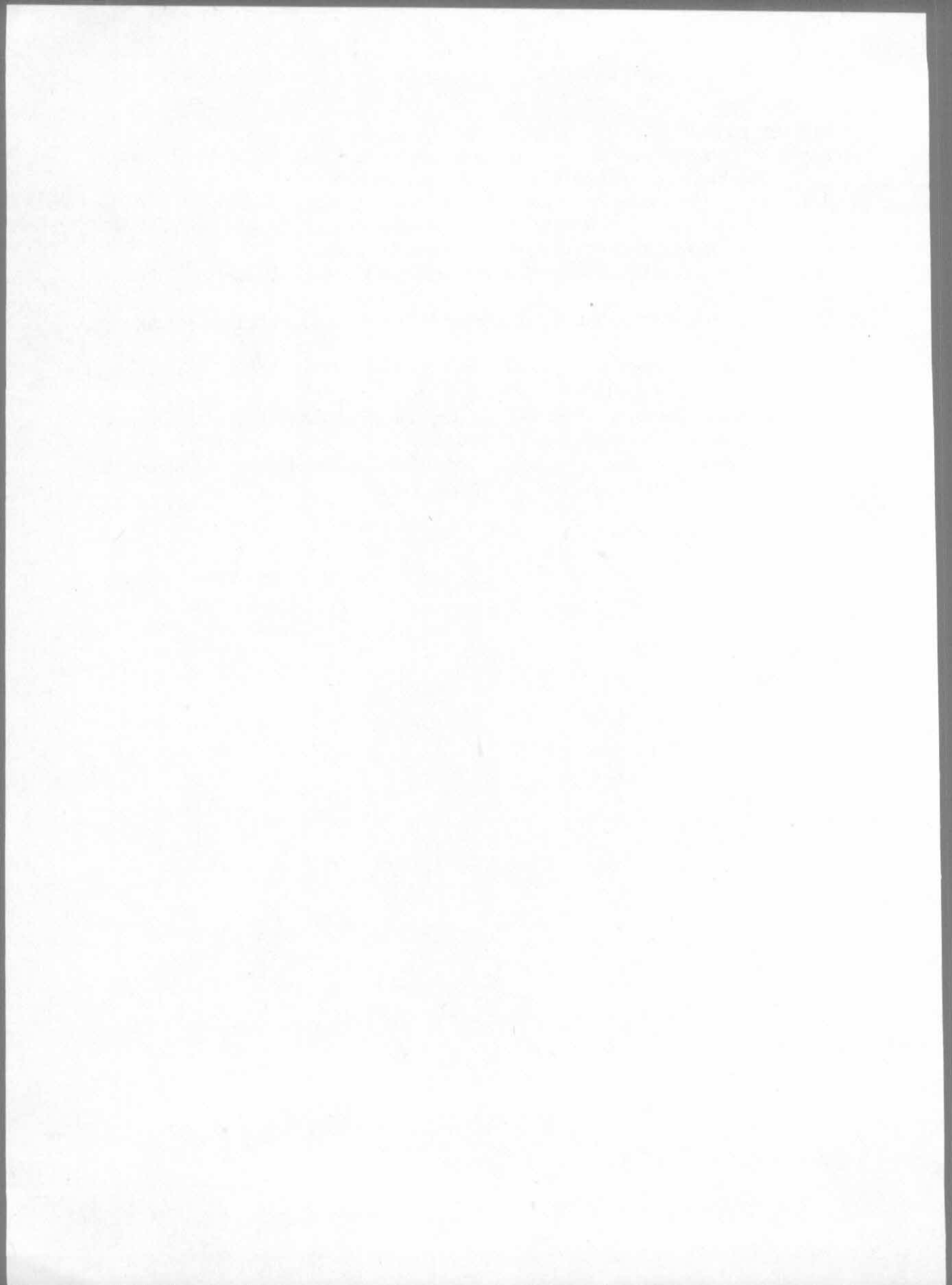
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Small Family Norm and Demographic Relationships in the Communication Effects Process

By

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Abstract

The alarming aspect of population growth in Pakistan is the configuration of population by age and gender distribution that is under15 year of age and 43.1 and 43.3% in male and female respectively. These groups consume more but contribute almost less to the national development due to physical incapability and traditionally rigid and narrowly defined gender roles. Therefore, it becomes a burden on the national resources causing low standard of life. Therefore, it is necessary to interpret the proscriptive and prescriptive approaches about women's socio-economic role in the light of Quran and Sunnah to secure a prosperous society. The urban/rural break-up is 32.5 and 67.5% respectively with the decline rate of 4.2% in the rural population. This trend aggravates law and order, administrative, and environmental problems creating chaos in the society. This worst scenario is the result of the population growth phenomenon. To solve this intricate problem, a vigorous communication campaign has been launched through mass media to popularize the concept of small family norm. However, various semantic, structural, socio-religious, and psychological barriers and a set of erroneous beliefs influencing different demographic characteristics and severely impede the effects process particularly at behavioral level. Now it is crucial to remove these barriers and redefine the role of family planning programme to achieve a higher level of success in this regard.

Malthus (1967) says that rapid increase in the population would outstrip the available resources, first introduced the pessimistic approach towards population growth. He asserted that population growth increases the number of children and disturb the balance between the number of people and economic resources of the country.

But, the 1971 US National Academy of Sciences Report presented a relatively optimistic approach. The report says that technological progress and efficient management of the available resources would not worsen the situation. Moreover, Menken, (1994) a demographer, introduced some new and fascinating approaches in the interrelationship of population and economic development of a country. He argues that relationship between the population growth and development is strong enough but is a country specific and not effective everywhere in the same fashion. Population growth has not prevented economic growth, however, it may have reduced it. He claims that

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reducing population growth through declining fertility is not an appropriate solution to the problem and will not guarantee economic prosperity of a society. He redefines the phenomenon claiming, "effects also go in the opposite direction: economic change can affect population growth and change."

Moreover, he quotes Simon (1981) as saying that population growth is a significant and effective stimulus to economic development increasing the tempo of innovation. He explains that when population growth continues and crosses the amount of scarce economic resources of a society, the people explore innovative methods of exploiting and utilizing the scarce economic resources. In this way, the available scarce resources are brought at par to the amount of population and the optimum level is achieved.

The above discussion must not imply that rapid population growth does not influence the economic development. But as mentioned above, the effects are country-specific and take a little time to come to surface and be visible. Population growth itself does not counter the development and modernization, and in several societies it may be helpful to accelerate the economic development particularly whose economies are labor oriented and their natural resources need immediate exploitation. However, rapid population growth is a decided obstacle to the economic growth in majority of the Third World countries. In these regions there is a severe shortage of technical and managerial personnel. Their resources are not being exploited and utilized properly, and in some cases, the national resources might be exhausted to support a large number of population.

Moreover, political instability is a permanent feature of the most of the developing countries. In such situation, long-term developmental policies and projects do not work properly that is crucial for the rapid development and durable economic betterment. In some cases, the governments do not administer long-term policies and heavy projects. The governments invest in the short-term projects whose utility is visible to the masses, because they need immediate return for their political benefits.

Age Distribution

The UN estimate indicates that if the concept of small family norm has not been strictly adopted, Pakistan would be the third most populated country in the world by 2050 (SDPI, 2001). The alarming aspect is the configuration of the population by age distribution. It shows that the population of Pakistan is relatively young with a high proportion of children under15 year of age that is 43.1 and 43.3 percent in male and female respectively (Economic Survey, 2000). This age group consumes the national resources but contributes almost less to the national development. Therefore, it becomes a burden on the national resources and causes low standard of life. This high population growth rate puts Pakistan into a poor health condition and 1590 of people depend on one physician (United Nations, 2000).

It is significant to note that this age group is highly vulnerable to the environments and other health complications. "As the 21st century begins, the overwhelming majority of the people in the world who live in poverty are children or women...they are the most vulnerable to infection with HIV/AIDS", (UNICEF, 2000). In the developing countries, schools, transport, hospitals, medicines and other health facilities are scarce and beyond the access of the poor class. A poor family cannot look after a large number of children due to shortage of time and economic resources. Some parents are unable to feed their

children properly (UNICEF, WHO, UNECO, 1989). This situation creates emotional and behavioral disorders in the younger. Consequently, it generates and accelerates social ills and evils and a sense of depravation in the poor class. Moreover, it widens the socio-economic disparities and paves the way for aggression and juvenile delinquency. And in a way, it further strengthens the vicious circle of poverty that endangers the world peace. World Economic Forum, New York (2002) found a strong relationship between poverty and terrorism and suggested that it is essential to eliminate poverty for the eradication of terrorism.

The Gender Divide

Each society is divided on the basis of two person's characteristics, namely, sex and age. Haq (2000) asserts that sex is the biological differences between male and female. Gender is the socially-constructed differences between women and man, girls and boys, in a given society. Robertson (1989) holds that distinctions on the basis of sex are universal because they are based on the ascribed statuses. Sex is biological specific, therefore, it is the universal distinction between males and females. Gender is cultural specific, therefore, different roles are attached to males and females in different societies. Money (1980) submits that gender behavior is influenced from the sexual development. Gender role is that "each society expects men and women to play specific gender role-the behavior patterns, obligations and privileges that are considered appropriate for each sex", (Robertson, 1989). Thus, gender role is the sum of behavior that society expects of each biological sex (Psychology, 1984). Haq (2000) claims, "while both sexes suffer due to being locked in their rigid and narrowly defined gender roles, it is the woman who pays the price in a much more obvious way." It is the most significant divide because it directly influences the economy of a society. In Pakistani society, the activities of this segment are confined to the four walls, having almost nil contribution in the economic development. Its significant function in the society like Pakistan is to produce babies and obey the will of males in the forms of father, brother, husband and even son. This gender is absolutely discriminated in education, health and all other socio-psychological facilities even by parents. This discrimination might be started from the womb of the mother. "Discrimination against South Asian women begins at, or even before, birth", (Haq 2000). Durgaprasad (1994) asserts that more female children die than males, due either to prevailing social prejudice against children or weak health services or both. He says that mortality rates of women and children are higher in the case of girl children both in urban and rural areas. In developing countries, death rate for girl children is higher than or equal to the death rate for boys. The situation in the developed countries is vise versa. 60 million girls have no access to primary schooling, 20 million more than boys (UNECEF, 1990).

Almost 50% population (female segment) is kept aloof of the socio-economic activities in the Pakistani society. It cannot contribute to the economic development and becomes a burden on the national economy. It is obvious that economy of the country is at stake, but majority of the people are still observing the traditions retaining the vicious circle of poverty.

It is obvious that strong economy of a society is a key factor in all forms of individual and national development. The achievement of strong economic status in the

comity of nation is the pre-requisite and significant condition for the supremacy of culture and civilization. Therefore, it is suggested that a vigorous communication campaign must be launched using electronic as well as print media to identify the socio-economic role the women can play in a religious society like Pakistan. For this purpose, the proscriptive and prescriptive approaches towards the role of women must be redefined and interpreted in the light of Quran and Sunnah in their true and Islamic spirit. In the existing economic-political scenario, the need is immense to refine the traditional attitude of male and even state institutions towards the status of women. This communication activity can contribute a lot to build a sophisticated, strong, and prosperous Islamic society. This achievement will enhance the promotion of national honor and consequently, Islamic culture in the world. To avoid or delay this communication activity might lead the society towards mass destruction. Therefore, the mass media must play their role for the sake of socio-economic development of the society. Through human resource development approach, the burden of population on the national and individual economic resources can be minimized. It is rightly believed that human progress and overall development lie in the progress of women and children and the realization of their rights (UNECEF, 2000).

The Urban-Rural Divide
The urban/rural break-up is 32.5 and 67.5 percent respectively with the decline rate of 4.2 percent in the rural population. It was 71.7 and 28.3 percent urban-rural respectively in 1981 (Economic Survey, 2000). The advantages of the general exposure to urban culture cannot be denied either. However, a sharp increase in this tendency is multiplying problems for the Pakistani society. The concentration of population in the cities creates law and order, and administrative problems for the authorities concerned. It aggravates the environmental problems directly affecting health. "A variety of urbanization-related social and ecological factors or 'environmental factors' affect the public health in one way or another. The most disadvantaged group is the *urban poor*' especially those who live in slums that lack in essential facilities, necessary for healthy life", (Khan, 2001). Social bonds become loose that generates some social and moral ills and evils because there is an administrative lag in urban culture due a huge and unplanned mobility towards urban areas. The cultural lag existing in the urban areas hindering economic progress. Now, there is an immediate need for population planning to check and accommodate the undesired mobility to the urban areas.

Population is a complex phenomenon and must be studied and examined from different socio-religious and psychological dimensions and through various scales. There is strong relationship between population and development. Rapid economic growth increases per capita income without any change in the previous fertility rate and decline in the fertility rate expedites the development by increasing per capita income. But mere decline in the fertility rate does not guarantee any economic development. It is obvious that rapid decline in the mortality rate severely counters the economic progress, if any, in a society. It frequently happens because there is a revolutionary development in fields of science and technology that minimizes the mortality rate due to the availability of life saving drugs. Several national and international agencies and NGOs are active to provide these health facilities at the doorstep.

Most importantly, the media of mass communication are regularly used for preventive health cure and reproductive health campaigns. Majority of these campaigns are gaining popularity in the masses. As a result of these information campaigns, there is a continuous decline in the mortality rates particularly in women and children.

However, in traditional societies like Pakistan, the media effects are campaign-specific, and campaigns that do not involve religious beliefs, are gaining a reasonable level of success. Campaigns proposing the inoculation of vaccination course to the children and the use of O.R.S. formula during the onslaught of diarrhea and vomiting are making their ways smoothly in the diffusion process.

On the other hand, different mass communication campaigns have been launched through different mass media to convince the audience members to minimize the number of children desired. These campaigns are thoroughly complemented by interpersonal channels, e.g. National Health Workers. However, a body of reliable literature reveals that these concepts against population growth have not yet achieved the desired goals in the developing world particularly Pakistan. This situation prevails not only in Pakistan but also in the entire region. Sai (1994) notes that patriarchal system that prevails in Pakistan, Bangladesh, India and some parts of the Middle East makes the delivery of family planning services very difficult. He, for the first time, introduced the concept of developmental strategy for the success of family planning programmes:

"Obviously, family planning prog-rammes cannot expect to be successful in the absence of a comprehensive development strat-egy: one that includes lowering infant mortality, raising female literacy, improving maternal and child health and nutrition, providing clean water and sanitation ... ensuring that girls receiving good education, because from this will better child care and nutrition, a better understanding of the benefits of smaller families, and an improvement in women's status."

The concept of small family norm is not readily acceptable to the people due to numerous socio-religious, psychological, and economic factors prevailing in the society. The most influential among them is the religious factor. The findings of a survey reveal that 44.7 percent of the people have not adopted birth control methods because they thought it is against the religious teaching (Yousafzai, 2001). It is obvious that communication campaigns for the promotion of health and preventive health cures are relatively more acceptable to the general masses. These phenomena have created an imbalance situation in the poor society like Pakistan. The manifestation of this strange phenomenon can also be viewed from another aspect. The concept of small family norm is very popular in the developed societies; however, it faces more resistance in the developing societies where there is urgency for its immediate adoption. The recent UN report (1998) shows that population growth rate in the developed and developing societies is 0.4 and 1.8 percent respectively. Similarly, this phenomenon is manifested within the society in the same way. More people having higher socio-economic statuses have accepted the concept of small family norm as compared to those who have lower socio-economic statuses and are in a serious need of its adoption.

Moreover, development itself is a very complex phenomenon and needs continuous and multi-direction socio-cultural changes in a comprehensive process with the acceptable state of mind. The achievement of economic development through securing a

sharp declining curve in the population growth might create socio-cultural lag that will lead towards some socio-psychological complications. Thus, it is essential to work on both aspects side by side to attain the economic prosperity for a society.

Nafis Sadik (1994) asserts, "men and women have a basic right to free choice in the size and spacing of the family." But how much are they free and independent in the selection of their choices? The findings of a survey (2001) conducted for the fulfillment of the doctorate degree in the Department of Mass Communication, University of Karachi reveal that how much different demographic characteristics influence the concept of the small family norm? All the 300 respondents, both television viewers and radio listeners, completely understand the message of family planning. The SDPI bulletin (2001) also shows that about 99 percent of the population is aware of family planning. This high level of awareness might be the result of intensive publicity campaigns launched through different mass media including the use of interpersonal channels that are more effective particularly in the rural areas (Shamsuddin & Bari, 1997). Most of the people correctly believe that

i.   The population is a burden on the national resources;
ii.   The family planning practice would reduce pressure on the national resources; and
iii.   Bringing down the rate of population growth would enhance their general standard of life.

But, only 36.0 percent have adopted this practice. The SDPI (2001) literature also reveals that only 28 percent of the people practice contraception. It is highly discouraging because various government agencies are spending millions of rupees to create awareness in the masses in this regard. Different mass media and interpersonal channels are being used to provide information and to convince the people for the behavior being proposed. Moreover, free medicines, and surgical facilities are being provided to the people. Even, the adopters are paid in some cases.

Practice level of the family planning methods is relatively higher in the urban area and among high-educated group. Rehman (1999) claims that total fertility is the lowest and the level of knowledge about the use of contraceptive is much higher in the urban areas. In contrast, people in the rural areas believe in traditionalism, orthodoxism, and superstitions (Zubairi, 1997). It indicates that due to some financial constraints (space, status, job of the wife etc.) people cannot afford to have more children in urban areas. Education is the most dominating factor in adopting the concept of small family norm. It influences the attitudes and behaviors of the people very sharply. Wilder (2000) claims that women's education has important implications for this practice.

Non-availability of the family planning facilities becomes a barrier for 21 percent, most of them belonging to rural area. Wilder (2000) explores that practice of family planning is highly dependent on the availability of various birth control methods. World Bank's report (2002) pointed out that better outcome in lowering of infant and child mortality and better maternal health are linked to the availability of facilities and services within easy accessibility of the community. The report further stresses that in order to improve the status of human development in Pakistan, the provision of the required health facilities must be ensured. However, Najman (1993) argues that accessibility to

health services would help, but to a limited degree and the policy option would be to reduce the income gaps between the rich and poor.

20.7 percent do not know about the methods used in the birth control. It seems that due to strong social taboos, Pakistani mass media are bound not to publicize these methods openly. In interpersonal communication too, these methods are discussed indirectly. So, a semantic barrier comes and influences the understanding level of the masses, particularly the rural poor.

18.3 percent of the respondents wish more children as the number is considered a matter of power and prestige. This traditional approach towards the number of children is a common feature of traditional and rural societies. In the traditional Pukhtoon culture, family feuds also strengthen the need for more children.

17.7 percent respondents wish more children for the purpose of work in the fields. This phenomenon too, occurs in the rural area where agriculture is the main occupation. It happens not only in Pakistan but also in all poor societies. Kumah et al. (1994) found that in African societies, men consider children an economic asset and insurance for their old age. The poor masses consider their children to be an economic asset and see them as net contributors to family income by the age of seven or eight.

13.3 percent have not yet adopted this practice because they have no male child. In the existing normative structure, male child is the need of every couple. Having no male child is considered bad for two reasons: (a) male child is the hope for financial support in the future; (b) it is required for the continuation of family chain. In the rural set up, (to some extent in the urban culture too) the members of the family without male feel themselves unsafe and insecure. Traditional structure of the society further strengthens this feeling. It has been frequently observed that a couple having more than eight female offspring continues efforts for a boy baby. In several cases, the male arranges second and even third marriage in seeking male baby.

Gender is the most difficult variables to analyze. The rapid social changes taking place make it very difficult to identify and examine the effects of gender (Devito, 1997). However, females of the sampled population indicate more favorable attitudes towards small family norm. It may be the result of female gender attitude towards health. "Women have been found generally to be more attentive to health information than men are, in part because of socialized role differences", (Aho, 1977). Rosenstock and Kirscht (1997) claim, "women seek medical help more than man do." McMullen and Gross (1983); and Neuendorf (1990) also support this view about women's attitude. But 16.7 percent women have not adopted this practice despite having favorable attitude towards small family norm because their husbands are not willing. The simple reason behind this phenomenon may be found that in the Pakistani society the action of a wife is dependent upon the will of the husband. In most of the cases they cannot go against the will of their husbands. Almost all Pakistani newspapers carry the stories of male domination in the husband-wife relationship. For example, Daud (2001) writes, "Saadia's misery started the first night of her marriage. Her husband....threatened her with dire consequences if she went against his wishes." Dawood and Saima (1997) write, "in Pakistan, where patriarchal family unit is structured on males' authoritarianism and the females are assigned primarily reproductive, domestic and dependent roles, they have very limited decision making power in their family matters." The traditional concept, "to remain loyal

to the husband is rewarded by God", further strengthens the existing belief. It happens not only in Pakistan but also in the American society. Lefton (1997) writes that in the American society, "as many as two million women a year may be beaten." Robertson (1997) suggests that female in all cultures is dependent on male for production. Therefore, the male can enforce his will on the female. There may be an attitude change in the females, but they are not independent enough to translate their attitudes into practice.

14.7 percent believe that the advocated practice of family planning had some side effects and, therefore, was not adopted. Some health professionals and adopters too, confessed ordinary level of side effects of some of the family planning methods.

44.7 percent believe that family planning practice is against the religious teachings, therefore, was not adopted. Rehman and Ahmad (1994) write that even a handful married workers in family planning welfare center at Karachi claimed that they never used contraceptives or other modern family planning methods because they thought it was against the religious teachings.

The reason for this phenomenon seems to be the strong hold of the religious belief of the people about the practice of the family planning. Due to religious teachings as publicized by the religious establishment, it has become quite a social taboo and is considered very detestable in the society. Some people believe that the adoption of birth control methods leads towards i. the death of a son or other loving family member, and ii. the delivery of twins female babies, because God dislikes this idea and takes revenge from the adopter. Actually, most of the people believe that God has taken the responsibility to provide food to the people and the adoption of family planning is the negation of this belief.

Structural, semantic, socio-religious, and psychological barriers that impede the effects process at practice level regarding the concept of small family norm

136
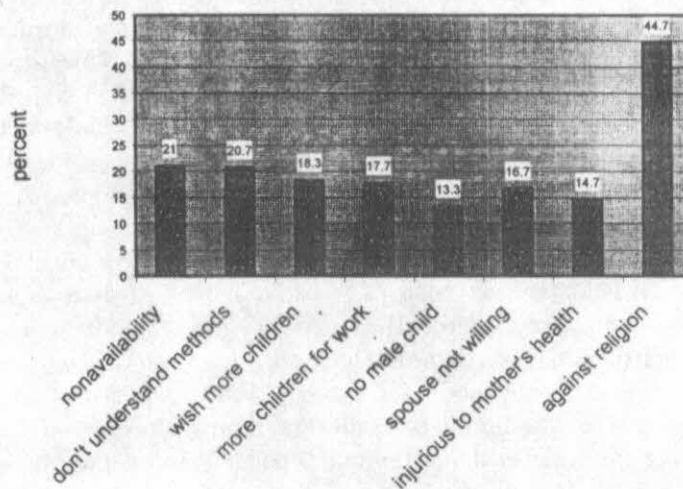
Conclusion and Suggestions

The analysis of the above findings shows that different demographic characteristics influence the behavior of the individuals towards small family norm in different ways and fashions. Among them, education is very influential factor that shapes and directs the behavior of the people. Therefore, it is suggested to concentrate on education sector and pay more attention to increase the literacy ratio in the society. For this purpose i. budget allocation is to be increased; ii. a vigorous communication campaign activities must be launched to convince the people to send their children, particularly females, to school. Different semantic, structural, socio-religious, and psychological barriers severely impede the effects process at behavioral level. To overcome the semantic barrier, communication campaign must be launched through local channels to send the message in local languages. Radio is the best medium and can be extensively used for this activity to bring consequential changes about population issue, because the overwhelming majority of the population in Pakistan is living in the rural area. Due to poor purchasing power and non-electrification of majority of the area, radio is still a popular medium.

Structural barrier is one of the major causes that impede the effects process at behavioral level. Therefore, the imperative step is to provide the relevant facilities and services on priority basis to achieve a higher level of success at practice level. The religious establishment has taken a very strong stance against the concept of birth control. "The religious groups in Kohat division have forcibly closed the office of Family Planning Association", (The Nation, 2001). Due to strong bonds the people have with the religion, the birth control methods have become socially detestable and hateful, and psychologically irritant and troublesome. Sometimes these three concepts overlap each other and it becomes very difficult to draw a line of demarcation among them. However, their origin can be traced in the religious beliefs of the people.

The family planning programme has concentrated all its potentials on birth control methods only. It is crucial to expand the activities of this program to other health related issues, particularly, mother and child. The second important thing in this connection is that traditional and natural birth control methods must be taught and stressed. In this way, the activities of the programme will be more acceptable to the people, and a higher level of success of the campaign be achieved.

However, the essential step that must be taken by government institutions is to decrease the economic disparities between the rich and the poor, as Najman says, the policy option would be to reduce the income gaps between the rich and poor for sustainable development. So, these barriers, different demographic characteristics, and its relationships with the effects process is a very complex and sensitive phenomenon and must be handled in a very delicate manner.

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A COMPARATIVE STUDY ON THE ACADEMIC SELF-CONCEPT OF PHYSICALLY HANDICAPPED AND NORMAL CHILDREN

By

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&
Mussarrat Sadiq

Abstract

This research article was designed to investigate the difference in academic self-concept of physically handicapped students of matric level with reference to two variables, comparison with normal students of same educational level and the other variables analyzed is gender regardless of impairment. A total sample of 100 matric level students including 50 normal and 50 handicapped students from both genders are selected randomly. Modified academic self-concept scale by Ahmed (1986) was used for the study especially modified in the pilot study to fit the demand of the present study. It included 34 items and the attitudes were assessed on 5 point rating scale. T –test is applied on each of the group for statistical analysis. Analysis of variance is also done for statistical purpose.

Introduction

Self-concept is the images of people about themselves. The development of self-concept starts as soon as one begins to distinguish between what is 'SELF' and what is 'NON –SELF'. Self concept includes both physical and psychological self images. Physical self-image is usually formed first and related to one's physical appearance. Psychological self-images are based on thoughts, feelings and emotions. Both of these fuses and the individual perceives themselves as unified individual.

Pattern of Development of Self-Concept

Concepts of self are hierarchical in nature; the most basic-the primary self concept is acquired first, it is founded on the experiences the child has in the home and is made up of many individual concepts each resulting from experiences with different members of the family group. The primary self concepts includes both physical and psychological self image, the former usually develop earlier than the latter, the first psychological self images are based on children's contact with siblings and comparison of themselves with their siblings. Similarly, early concepts of their role in life, their aspirations and their responsibilities to other are based on parental teaching and pressures. As contact outside the home increases, children acquire other concept of themselves. These make up the secondary self-concepts; they conceive how children see themselves through the eyes of others. The primary self-concepts frequently determine the selection of situations in

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which the secondary self-concepts will be formed. The secondary self-concepts like the primary includes physical as sell as psychological self-images, children think of their physical structures as people outside the home do, and they evaluate their psychological self images formed at home, by comparing them with what they believe teachers, peers and others think of them.

Cognitive Psychologists and Self -Concept

Cognitive psychologists have focused on the self-concept as a memory structure that guides the processing of information. They view self as a system of self-concept or self-schemata that organize to guide the processing of information relevant to the self. Schemata are cognitive structures stored in memory, which are abstract representation of events, objects and relationships in the real world. Self-schemata re-organization is organization or theories about the self-derived from past experiences. The generalizations about the self or self-schemata organize and guide the way we process information relevant to ourselves. We search for information that is congruent with our self-schemata and we direct our behaviour so that it is consistent with the schemata (Marks and Sentis 1982).

Cognitive psychologists think that our self-schemata do influence the way we process personality relevant information. Individual who have a well articulated self schemata for a particular domain such as independence can make judgments about themselves more readily than can individuals have no firm view of themselves as either dependent or independent. Our self-schemata also influence the way we attend to and recall information. We spend more time scrutinizing feedback that confirms our self-concepts than we do attending to information that is discrepant with them (Swan and Read 1981). And we remember confident in our self-concept, help us integrate our experiences and thereby create more stable world. Since self-schemata are resistant to discrepant feed back, it is not surprising that people's self concepts are sometimes at odds with the way others apprise them (Felson 1981)

Social Psychologists and Self -Concept

Social Psychologists are interested in the way a person's self-concept is shaped by social interactions. The self has both private and public aspects. The private self consists of our personal thoughts, emotions and beliefs. The public self is what we present to others. Both aspects of the self influence behaviour. Our actions are guided by our personal feelings and beliefs as well as by the social content in find ourselves i.e. by considering how others will react to what we do.

From the point of view of self-concept theory, self is a crucial factor in understanding human behaviours. In particular, most self-concepts theories imply that is not possible to explain and predict human behaviour without knowledge of the perceptions held by individuals with respect to their environment. The perceptions and conceptions define how individuals will perceive themselves and in what behaviour and task will engage themselves. Block (1976) reviewed the gender differences in building up the self-concept as under:

1.   Girls excel in verbal ability. Girls' verbal ability apparently mature some what earlier than boys.

142

2. Boys excel in visual-spatial ability. This superiority appears consistently in adolescence and adulthood.
3. Boys excel in mathematical ability. This difference also appears in adolescence, but is more variable.
4. Males are more aggressive. This sex difference has been observed in man lower species as well as most, in not all, human cultures.

Sex Differences that are sill in Question:
1. *Tactile sensitivity:* Many studies show significant difference between boys and girls. Girls are more sensitive to touch, and tactile sensations.
2. *Fear timidity and anxiety:* Observational studies
3. *Activity Level:* From early pre school on, boys tend to be more active, especially in the presence of other boys.
4. *Competitiveness and Compliance:* When differences are found boys are reported to be more competitive and girls more complaint, but many studies show no difference.
5. *Dominance:* During most of childhood, boys make more dominance attempts, usually directed at other boys.

According to Wylie 1979, there is no evidence for sex differences in overall self-concept at any age level, however the differences in specific components of self-concept may be lost when responses to items are summed to obtain a total score. While Dusek and Flaherty (1981) think that there are sex differences in specific areas of self-concept that are consistent with sex stereotype. Boys had higher self-concept of masculinity and achievement/leadership and Lower self-concept in congeniality/sociability. Fleming and Courtney 1984 found significant effects on self-concepts of congeniality/sociability. According to them, there appears to be systematic sex differences in particular dimensions of self-concept that are consistent with sex stereotype.

Academic Self -Concept

Children's feelings and attitudes about themselves are closely related to academic settings and reinforcement received on the performance made in academics and thus interactively affects his academic performance. This facet of self-concept has been called academic self-concept. It is considered as a functions of students attitude and feelings with regard to his her abilities and academic potential.

Bloom (1976) regards academic self-concept as a crucial variable, which influence motivation and perseverance on school tasks. It means, where students have confidence in their academic abilities, they tend to invest more efforts in completing tasks. But those who see themselves as having inadequate tend to show little patience or perseverance when difficulties are encountered. Academic self-concept therefore acts as functionally limiting factor in their cases and thus probably serves to restrict the extent to which academic achievement may vary. So achievement scores may be influence by student's cognitive abilities, as well as by their perception of those abilities. Marsh 1986 describes five operational definitions of general self-concept that can also be applied to general academic self-concept:

1. A hierarchical general academic self concept;

143

Scales that are relatively unidimensional, are relatively content free and typically could be recorded so as to apply specific academic facets;
An aggregate academic self concept based on a collections of academic related self resort items that typically confound specific and general components;
   2. A discrepancy general academic self concept that is based on the difference between ratings of specific facets (actual ratings) and ideal ratings;
   3. A weighted-average, general academic self-concept in which specific facets are weighted according to their salience, value or importance.

In academic institutions, through classroom, teachers are able to infer the academic self-concepts of their students with a reasonable degree of accuracy; there are systematic biases in their interference (March 1986).

In particular, it appears that teacher's interference of student's academic self-concept reflects primarily teacher's perceptions of student's academic achievement. Often teachers interpret that bright student has consistent high self-concept across all academic facets. These students may have only concept even below average academic self-concepts in their (relatively) poorest subjects. Whereas teachers infer that poor students have consistently poor self-concept across all academic facets, these students may have average or even above average self-concept in their (relatively) best subjects. A better understanding of the nature and measurement of academic self-concept may enable teachers to better motivate students from different ability levels.

Both current and future academic performance can be predicted from academic self concept point of view; the effect of exceptions and motivational level of the students on the school achievements can be ascertained and possibly manipulated, and behaviour problems in counseling settings.

Academic Self Concept and Achievement
The topic of academic self-concept and achievement has been the focus of interest of Marsh and Shavelson and provide the basis for the development of their model of academic self-concept. In support of the distinction between mathematics and verbal self concept, research with students of different ages has found that verbal achievement is most highly correlated with verbal self concept and that Mathematics achievements is highly correlated with Mathematics self concept (Marsh 1990). What has been surprising is that the component of academic self-concept are consistently much more distinct that are the components of academic achievement. For example verbal and mathematics achievement are correlated .5 to .8, whereas verbal and mathematics self-concepts are nearly uncorrelated. This surprising task of correlation between Mathematics and verbal self-concept led to the Marsh/Shavelson revision of the original Shavelson et. el., 1990, model and also promoted the development of Internal/External frame of reference (I/E) model (e.g. Marsh 1986, 1990). According to I/E model, students from their academic self concept in any one subject area using both an external, normative basis of comparison and an internal, ipsative basis of comparison. Because of the internal, ipsative component of this model, academic self concepts in different subjects are predicted to be substantially less correlated than the corresponding skill area, and particularly high skill level in one subject results in lower self concept in other subject

areas. Consistent with the I/E model a large number of studies have shown that better mathematics skills are associated with better mathematics self concept but slightly lower verbal self concepts, whereas better verbal skills are associated with better verbal self concept but slightly lower verbal self concepts (e.g. Marsh 1988; Marsh 1990, c; Marsh Bryne as Shavelsow 1988)

Academic Self-Concept and Sex Differences

Researchers have shown that sex difference vary systematically with the particular facet of self concept (e.g. Bryne and Shavelson, 1986; 1987; Marsh, Barnes, Cairns and Tidman, 1984; Marsh, Paker and Barnes 1981). Sex differences in academic concept and achievement have been extensively examined. It has been reported sex differences in achievement and self-concept were not large in elementary school years, but that girls have lower levels of achievement and self-concept in junior and senior high school years. These findings are consistent with self-description questionnaire research that found no sex differences in math self concept for pre addescents (Grade 2 to 5; Marsh et al., 1984) but significant difference favoring boys in high school (Grade 7 to 11; Marsh et al., 1988). As students go through there junior and senior school years math self-concept decline, but the decline begins sooner and is large for girls than for boys. They asserted that socialization processes that affect math concepts are one cause of the decline in achievement. Particularly persuasive support for this assertion would be the demonstration that girls have significantly lower math self-concept even though their actual school performance and or achievement in mathematics equals or surpasses that of boys.

Mash (1990, 1992) also demonstrated that sixth grade girls had significantly lower math self-concept than did boys even though the girls had significantly higher levels of mathematics achievement. These findings in conjunctions with Meece review are also important because they suggest that change in self-concept can apparently cause subsequent changes in academic achievement.

Definition of the Handicapped Children

An organic impairment is a loss of a limb or damage to nerve cell or tissues, which can usually be quite precisely defined and measured. A disability is the loss of function, due to impairment. Handicap is a wider concept defining how the impairment affects the person's style of life, and involves a number of psychological and social factors. In reaching the understanding of what is meant by handicaps we must bear in mind four important points.

1. There is some organic, psychological or culturally induced difficulty compared to the general population.
2. This difficulty leads to some limitations of functions, as far as ordinary activities are concerned, comparing the person affected with other persons of similar age, sex etc.
3. This is likely to affect the individuals psychological development, especially his self-image, is view of himself as competent, managing person, or otherwise.

145

4. All the above will be affected by society's attitude, and how the majority of people in contact with the handicapped person view his situation. Do they show pity, anxiety or rejection, or do they bake the handicap in their stride

So, handicap cannot be defined simply as an organic or medical condition. It is also necessary to functioning in life, which, affects the persons simply a matter of physical competence, but of the attitudes towards it of the person affected and his peers and associates. The four aspects above can interact with each other in different ways. For example, we have argued that the loss of a finger will not constitute a handicap a handicap for the majority of people. But some individuals do over react even to such a small impairment as this. If physical attractiveness and intactness are very highly valued by a particular family, the family could become very disturbed even by minor and mostly cosmetic impairment.

Handicap and Child Development

A handicap means that one cannot do certain things that are normally expected by ordinary methods or in the ordinary time available, and one cannot keep the ways of behaving that are presented by the surrounding society about certain prescribed ways of behaving, most major deviations are almost certain to cause discomfort, and to be looked down on so that the handicapped person often finds himself in a low status position.

The presence or absence of inferiority feeling either at the deeper levels of personality, or at the more superficial, more accessible levels depend on many factors. One of these is the way a handicapped person has been regarded and treated by his family and other people in close contact with him, especially during his early years. It is this treatment that, to a large extent, determines his self-image his own conscious and subconscious view of him self and what situations in life he thinks he can or cannot cope with.

The Development of Self Concept in Handicap Children

The development of child's self image starts as soon as he begins to distinguish between what is self and what is non self. In any child, a series of successful activities tends to build up moral and confidence, whilst a series of unsuccessful attempts leading to little or no recognition or reward, tends to lower his confidence. Severely lowered confidence, of course affects his chance of success in future activities. The presence of handicap means that a greater proportion of the early activities of a child one likely to be regarded as unsuccessful. A child with a mild physical handicap for example resulting in clumsy hands and indistinct speech, is likely to find some of his early sensory motor experiences, such as learning to control his hands accurately or to coordinate hand and eye etc. is quite frustrating especially if his parents become impatient or critical of efforts at using a spoon, building with bricks or producing clear speech, or it other children mock his attempts.

The standards of performance expected of a child at a certain age arise largely from parental expectations. These are gradually internalized so that the child develops a set of expectations about his own performance that more or less corresponds to those of his parents. The handicapped child is as likely as a normal child to make comparisons

146

between his performance and that of other children of similar age, assuming of course that he is not leading a very isolated existence. Repeated exposures to such failures can result in a poor self-image, with low morale or confidence, which may be severe enough to decrease the level of performance still more.

Methodology

The present research was designed to investigate the difference in academic self-concept of physically handicapped and normal students of matric level. First for all the questionnaire is taken (ASCS by Ahmed, 1986) 6 items are added to fulfill the demands of the present study. This modified questionnaire is validated by applying on 24, both normal and handicapped students. Finalized 34-items scale is selected by item analysis. The sample for the study is chosen randomly from 9th and 10th class of three colleges and 3 special education institutes of Rawalpindi and Islamabad. The questionnaire is applied on them and results are obtained. T-Tests and analysis of variance is done on the data.

Population

The sample for the study is taken from Rawalpindi and Islamabad. Six Institutions from both cities are selected, three of normal and three of physically handicapped children, 100 students, 50 males and 50 females from these institutions are selected out of which 25 males and 25 females were normal and other were handicapped. For both normal and handicapped students the sample is selected from their roll call register. Every third is selected.

Sample

The present study was undertaken with a randomly selected of 100 students including 50 males and 50 female students of matric level. Among the 100 students 50 were normal and other 50 were physically handicapped. Among both normal and handicapped groups 25 were girls and other 25 were boys. The samples was taken from Al-Farabi Special Education Centre, Islamabad, Capital School for Special Education, Bahria Institute for Special Education and normal students were taken from Bahria College for Girls and Islamabad College for boys. For both normal and handicapped student, the sample is selected from roll call register. Every third student is selected for the study.

Development of the Tool

The "Academic self-concept scale" developed by Ahmed, I in 1986 at National Institute Psychology Quaid-e-Azam University, Islamabad is taken as a basic tool for this study. However, it is modified to fulfill the particular demands of the present study. This modification of the scale is done in a tryout study. The original scale is comprised of 40 items including 20 positive and 20 negative statements. 6 more statements are added to these making their number 46 to fulfill the need of physically handicapped children.

The sample for the tryout study for the validation of modified scale is taken from Al-Farabi Special Education Centre and Islamabad College for Girls and Islamabad College for boys. A total of 24 children are taken for the study, 12 from Al-Farabi and 6 from ICB and 6 from ICG. The range of the sample's academic level is 9 – 10 class.

The altered 46-item scale was given to randomly students of 9th and 10th classes above institutions. They were asked to select the items, which according to them were most suitable to describe their state. Analysis of the results is done to select most suitable items. Item analysis of analysis of each 46 item is done carefully by following steps:

   a.   For each item, tabulation of the number of pupil is counted who selected each alternative.
   b.   Percentage of pupil who gave positive and negative response is computed for each item to know about item difficulty.
   c.   Discriminating power of each item is found by calculating the difference between the response of normal and handicapped children.

Finally those items are selected are responded by maximum number of children and those items which left blank by some children or for which they responded "don't know".

Finally 34 items for present study are and this scale is named "modified version of Academic self concept scale". The 34 items included 18 positive and 16 negative items. Response to each item would be given on five point rating scale with the following categories strongly agree as "1", agree as "2". Neither agree nor disagree as "3", disagree as "4" and strongly disagree as "5". The reverse scoring is done for negative statements. Total academic self-concept scale score was calculated by summing the score of individual items.

Application

The scale was administered individually to each student. The original scale is copied for this po. The students are selected randomly from the class and seated in a separate room provided with desks and chairs. The scale was given to each of them. They were told about the purpose of testing and made sure that the results would be kept secret and used for research purpose only. Then they were instructed to read each statement carefully and answer by ticking the option which best describes their feelings. The instructor collected the scales on completion.

Grading on the Scale

The academic concept scale was administered individually. The subjects were explained that it was not a "test". They are asked to mark one of the five given categories, which according to them could best describe their attitude. Scoring for positive items was done on five categories namely "strongly agree" as "1", agree as "2", neither agree nor disagree as "3" disagree as "4" and strongly disagree as "5". The reverse scoring is done for negative statements. Total academic self-concept score was computed by summing the score of individual items.

For statistical analysis, the means of total sample is calculated and separate means of variables such as male and female subjects were calculated and t-test was applied in order to see the difference between groups. Analysis of variance was done for two groups ranging from low to high academic self-concept scale. Three groups of total sample high, medium and low academic self-concept scale were made.

Arrangement of Data

First raw score of each subject is calculated on the questionnaire by considering the options selected by them on five point scale. A list is made of the score of whole sample and them of the scores of the two groups males and females are separated. The data is tabulated of the whole sample and of the two groups for statistical analysis.

Analysis of Data

First of all the raw data is tabulated for both group (normal and handicapped). Then mean and SD of each group is calculated. Similarly the data for the other two groups (male and female) is tabulated and mean and SD of each group is calculated. T-value for 2 groups (male/female and normal/handicap) is calculated by applying formula for independence groups. For analysis of variance the population is divided into three groups (high, medium, low). Range is calculated for each group.

RESULTS

Table 1.1 Raw Scores of Male and Female Subjects

S.No.	MALE			FEMALE		
	Scores	Positive	Negative	Scores	Positive	Negative
1	116	95	21	151	97	57
2	112	82	30	152	94	58
3	74	62	12	154	93	61
4	149	98	51	146	98	48
5	160	98	62	154	95	59
6	85	71	14	138	98	40
7	89	76	13	163	99	64
8	92	71	21	161	96	65
9	147	99	48	81	69	12
10	142	95	47	133	94	39
11	132	94	38	134	93	41
12	137	96	41	139	97	42
13	165	98	67	149	98	51
14	159	98	61	138	96	42
15	92	78	14	146	95	51
16	141	90	51	123	91	32
17	139	97	42	119	98	21
18	103	82	21	128	96	32
19	82	66	16	159	98	61
20	114	93	21	137	98	39
21	131	92	39	158	97	61
22	77	62	12	112	82	30
23	74.50	58.50	16	164	95	69
24	78	64	14	157	97	60
25	113	92	21	165.50	94.5	71

149

Table 1.2   Raw scores of Normal and Handicapped subjects

S.No.	NORMAL			HANDICAPPED		
	Scores	Positive	Negative	Scores	Positive	Negative
1	141	90	51	115	83	32
2	145	97	48	113	85	28
3	150	99	51	74	42	32
4	160	113	47	166	120	46
5	116	59	57	158	94	64
6	133	72	61	87	58	29
7	128	86	42	94	62	32
8	120	88	32	112	50	62
9	122	84	38	147	96	50
10	141	95	46	157	67	60
11	127	86	41	130	92	38
12	130	74	56	139	97	42
13	132	75	57	165	97	68
14	143	85	58	92	64	28
15	135	76	59	159	97	62
16	137	94	42	140	89	51
17	136	100	36	140	84	56
18	125	73	52	131	97	34
19	140	94	46	113	90	23
20	128	90	38	114	93	21
21	88	61	37	82	66	16
22	98	64	34	78	64	14
23	100	72	28	130	88	42
24	168.5	106.5	62	75.50	44.5	31
25	158.5	88.5	70	77	50	27

Table 1.3 Sample Description

	Physically Handicapped	Normal	Total
Male	25	25	50
Female	25	25	50
Total	50	50	100

Table 1.3 shows that total sample is of 100 subject of which 50 are males and 50 are females. Among 50 males 25 are normal and 25 are handicapped. Similarly out of 50 females 25 are normal and other are handicapped.

Table 1.4

Mean Scores			
Normal	126.96	Male	116.1364
Handicapped	119.53	Female	142.45
Total Population	123.25	Total Population	123.25

Table 4.4 reveals that mean score of the total population is 123.25 and mean score of normal subjects is 126.96, of handicapped is 119.53. The mean score of males is 116.1364 and of females is 123.25.

Table 1.5 The Mean, standard deviation at t-value for academic self concept
Score of normal handicapped children

Category	Mean	SD	T	P
Normal subjects	126.96	20.72	-1.29	.202
Handicapped subjects	119.53	23.78		
Male	116.136	11.44		
Female	142.454	22.69	4.86	.0001

t(56) = -1.29 PL.202

Table 1.5 shows that SD of normal subjects is 20.72 and of handicapped subjects is 23.78. Table V further shows that there is no significant difference between normal and handicapped subjects academic self concept, as t(56) - -1.29 PL .202.

Table 1.5 shows that the SD of male and female is 11.44 and 22.69. Table VI further shows difference between mean score of male and female subjects indicating difference in academic self-concept of male and female subjects.

Table 1.6 Analysis of variance
The Mean Academic Self-concept scores of the Groups

Groups	Mean Score of ASCS
High	148.25
Medium	123.00
Low	98.50
Total Population	123.25

Table 1.6 shows that mean academic self-concept score of high scorer group is 148.25 which is above the mean of ASC score of population. The mean ASC score of medium scorer group is 123.00 which is almost equal to mean ASC score of population i.e. 123.25 and mean of low scorer group is 98.50 which is below the mean of population that is 123.25.

Table 1.7

Sum of Variance	SS	MS	DF	F	P
Main Effects	24752.5	12376.2	2	142.8	.0001
Groups	24752.5	12376.2	2	142.8	.0001
Explain	4938.75	86.45	2	14.8	.0001
Residual	4938.75	86.45	57		
Total	29691.2	503.24	59		

Table 1.8 Range

High	141-1661
Medium	115-137
Low	74-114

Table 1.7 shows that F is 142.839 PL .0001, so there is difference between Academic self-concept score of high medium and low scorer group.

151

Discussion

The purpose of the present study was to explore the difference of academic self-concepts of the handicapped students with reference to different variables that is to analyze the difference in academic self-concept; of normal students with them, of males and females irrespective of disability.

The results of t – test between handicapped and normal subjects on academic self concept scores make it is obvious that there is no significant difference between them, so academic self-concept scores of normal and handicapped students does not differ. The reasons for this may be that, the handicapped students participated in the study are getting education in special education Institutes since their childhood. They are treated there as normal. They study, compete with other children like they are and also take part in extracurricular activities with other children. And by the time they reach the matric level they might perceive their educational accomplishments as the normal children do. So their perception in education is not inferior to normal children.

One's academic self-concept is infact based on his/her experiences in education and one's achievement regarding marks and grades. This study is basically concerned with the handicapped students who are educable despite their physical disabilities and the level chosen for the study is also matric to which only those handicapped students can reach who have mental capabilities like of average or above average level. They like normal children can understand text and can finish prescribed syllabus in specified time period. Similarly they like normal children can compete with other by obtaining different grades and marks, as individual differences lies naturally in them. The educational experiences and accomplishment whether good or bad accumulates to form perception of their standing in class since early classes. It seems that there is no role of their physical impairments in the formation of these concepts, as these are formed in the setting where all of them are suffering from some kind of disability and it doesn't affect the formation of academic self-concept.

The results of the study also indicate that there is a difference in academic self-concept of male and female subjects. Females have a higher degree of academic self-concept than males. The reasons of this difference can be many. The most basic and primary reason for this is that male and female are physically different form each other. Their habits attitudes, behavior, like, and dislikes are quite different. Girls are usually more talkative, hard working and overestimate their accomplishments. This overestimation and hard work might help to view themselves as more competent and good in their studies with higher academic self-concept.

In our society girls are usually confined to their studies and far from many recreations which boy can enjoy especially up to matric level to which this study aims. This confinement and unavailability of leisure activities help the girls to center their attention, aspiration, concentration, and efforts more on their studies than any thing else. This concentration on studies not only helps them to work hard but also make their views higher about their studies. The results of the study make it evident that in the formation of academic self-concept student's previous experiences in educational setting are very important. Better results in examination bring with them a pleasant experience for the student in the form of appreciation by their teachers, parents and class mates and certain

rewards in the form of prizes, medals, certificates and so on. These pleasant experiences contribute good deals of the better self-estimation and a better academic self-concept.

Analysis of variance is done by dividing the whole sample into three groups; high, medium and low which showed that there is significant difference between the means of these groups. It clearly shows that the means of three groups are not equal, the group that obtained high scores on Academic self-concept scale has high academic self-concept and the group that scored low has low academic self-concept. This formation of high, medium and low academic self-concept of a student contributes to his/her commitment toward studies, sense of responsibilities and mainly to performance regardless of physical abilities.

Conclusion

Statistical analysis and results leads to the conclusion that normal and handicapped students form their academic self-concept in the same manner. Both are independent in their own institutions to make progress in studies regardless of their physical state. One's physical condition does not affects his/ her perception of intellectual potentials but its ones experience in educational settings that affect his/her perception of educational standing with respect to his/ her class mates.

It is further concluded that girls have a higher academic self-concept than boys. In making this comparison their physical states are not taken into account. Girls have an inherent tendency to rate themselves high in academics than boys do.

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ISSUES RELATING TO DISTANCE EDUCATION IN THE ARAB WORLD

By

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Introduction

Distance education seized considerable attention in all regions of the world. Currently, there are more than 850 institutions around the world that render educational opportunities via distance modules and approaches (Alsunbul, 1996, p1). In light of the author's experience and knowledge of the field, he can safely say that Arabs could be classified as late adopters of this innovative development.

It is true that the Arab countries have their experience in this field, but their experiences have yet to be revisited, renewed, and developed. It is the purpose of this study to shed lights on the status of distance education in the Arab world and highlight the main issues confronting this movement.

Statement of the problem

During the last decade, reasonable efforts have been done in the area of distance education in the Arab world. Documents and research both in Arabic and in English about this arena is very limited and needs to be put in a cohesive whole. The available literature on distance education in the Arab world is mainly narrow descriptive with very surface analysis.

And much of what has been done is not known to our international colleagues and researchers whom are interested in distance education, adult education, or comparative education. Due to this fact, the author conducted this study so as to promote international cooperation and coordination and to encourage other researchers to penetrate this virgin field.

Question of the study

This study aims at answering the following questions

1.   What is the current situation of distance education in the Arab world.
2.   What are the main issues confronting the movement of distance education.
3.   What is the role of ALECSO in promoting distance education in the Arab world.
4.   What is the expanded vision for promoting distance education in the Arab world.

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Importance of the study

This study will document the evolution of distance education in the Arab world from the author's viewpoint based on his personal involvement in the field for more than 20 years.

This study will provide English speaking researchers and practitioners with an overall view concerning the situation of the movement in the Arab region.

This study will propose alternative vision to improve the practice of distance education in the Arab world.

Methodology

This is a purely descriptive study based on a thorough review of the literature and the author's personal experience and involvement in the field for two decades. In addition to the description, the author gives the necessary analysis and comments. The research is divided into four main parts. The first part gives the introduction and the background, the second one presents the main issues confronting distance education in the Arab world, and the third one discusses the role of ALECSO in this field. The fourth section presents the author's alternative vision to develop distance education movement in the Arab world.

Globalization of Distance Education System and its implications for the Arab World:

The last decade of the twentieth century and the outset of the twenty-first century witnessed the revolutionary changes in the orientation, methodology and content of higher education. It is not merely a coincidence that open learning system today has assumed a global importance, as an effective and convenient mode of learning all over the world. Dhanraja (1998, p 60), the president of the Commonwealth Learning, maintained that the conventional universities alone cannot fulfill fast growing needs of the equally increasing number of potential learners. This attitude was confirmed later, in other words, by Sir John Daniel (1998) in his paper entitled "*At a crisis point*", in which he said that the challenge of providing education and training to a huge and diverse population with variety of learning goals and styles, at an acceptable cost, will require the practice of distance and open learning to be placed on the center stage of educational system globally.

Considering the Arab world, as an example, we find out that only 25 % percent of the total students desirous to obtain higher education can be admitted to the universities and colleges, despite the fact that there exist more than 184 higher academic institutions with various fields and programmes (UNESCO 2000, p 6).

Fortunately, the emergence of the new methods of educational systems, like the Open Education System, represent a viable, innovative and flexible channel that could materialize the dreams of thousands who could be university learners to have the chance of enrolling in a university. The massive growth of technology and telecommunication industries paved the way for the creation of this innovative method of education.

Presently there are about 986 open universities and institutions in as many as 107 countries all over the globe, offering academic courses in Arts, Humanities, Social Science, Applied Sciences, Applied Technology, Business and Management, Education

and Training (Reddy, 1996, p 7). As mentioned earlier, Distance and Open Education is enhanced by the advent of the new technologies. Experience shows that information technology has now become a central component of the distance education courses as it is offering new pedagogic strategies and delivery modes. Thus, it has taken education to the doorsteps of all those who aspire for it. It also helped all the people around the globe, irrespective of their age, sex, religion, socio-economic status to access education despite all geographical and cultural constraints. In fact, the emergence of new technologies like satellite communication, internet and virtual instruction has dramatically enhanced globalized education.

Globalization in relation to education is a process of breaking all regional barriers by employing communication technologies for World Wide Communication (WWC) for various purposes (kem, 1998, p 2). And since information is transmitted through satellite, either by mass-media such as telephone, E-mail, Computer terminals or otherwise, it is becoming increasingly possible to reach any individual and location situated anywhere in the world. The concept of "One World" is getting realized, and communication technologies have already rendered the world into *global village* as it brought together nations, cultures and economics, and at the same time increased their interdependency (Evans, 1999, PP 256 - 259).

As for the Arab World, globalization in education should mean collaboration at the pan-Arab level and the international levels to learn and benefit from all possible experience provided that this collaboration takes into account the speciality of each culture and country and should adhere to the values of mutual respect and understanding.

As well globalization necessitates the acceptance of new modes of life and thinking. Globalization necessitates the involvement and participation of wide spectrum of experts in the design and operation of distance education programmes. This requires the acknowledgment of the important roles that should be played by the civic society and the private sector. The public sector cannot any more soley control the realm of *Education* be it distance or otherwise.

These Arab countries are as well, required to have a strategy or a plan to develop the necessary infrastructure to build a solid distance education systems that could be used in the areas of literacy, basic education and higher education.

The illiteracy rate in the Arab region ranges from 30 % - 70 % and it is estimated that 30 % of school-age students are out of school (Alsunbul, 2001 B). As well, Arab countries have to start model programmes, create organizations, and train people who can deliver courses that meet learners needs.

Moreover, they need partnerships and associations, which will work in a linked network of providers, thereby providing unlimited choice to the learners. They need new strategies for course development and certification and to establish national accreditation boards to support the employment of distance and open education, and to encourage Arab educational systems to adopt or sponsor distance education.

As for the already existing open universities that could be count in fingers, they also need arrangements that will link students among themselves and facilitate their contact and interaction with their tutors and administrative staffs. And they need a fresh look at their curriculum to make it dynamic. That is not one that confines learners to fixed points, but one that is seamless and open. Crucially, they should have today the new technology

157

to enable them to achieve the prescribed goals. Since Arab educators and academics have the knowledge, experience and skills, they just need the will and the vision to make the change. People who do not change or do not accept the change are left behind or may become a stumbling block, and a source of frustration for others who do.

The Current Scenario
Although distance education is widely used and perceived as an increasingly effective method of instruction around the world, it is still not very popular as a mode of teaching and learning in many Arab countries. The majority view it as a process of teaching and learning by correspondence and not as an innovative approach of instruction. Probably, this is the reason why there was a resentment towards this pattern of education. The old experience of Beirut University is still in the very conscious of the people in the Arab world. Thousands of students got university diplomas from that school and learned very little.

However, despite all this negative attitudes towards distance education, few Arab countries like Egypt, Palestine, Algeria, Libya, Saudi-Arabia, Tunisia, Iraq, Sudan, Yemen and Lebanon started employing distance education in some way or another. For different purposes, some have established full-fledged open university like the case in Palestine, Algeria, and Libya. The rest employed distance education as a programme operated by four-year-universities. A strong trend is existing in the Arab world to use distance education for teachers in service training. The experience of Egypt is a model in the Arab world.

Kailani mantains that there are many reasons for the Arab countries to use distance education methods of teaching and learning. These reasons as follows:

➢ A belief that education is a basic tool for development. The national development and the education development are inter-dependent in the sense that the progress in the former cannot be accomplished unless the later is addressed to properly.

➢ The need felt by these countries to increase the offer of university education to expand educational opportunities to cover a large proportions of their populations, and to offer study opportunities for the disadvantaged groups, housewives, adults, and those living in the rural and remote areas.

➢ The needs found in many professions for further training at an advanced level, consequently to have enough trained manpower to meet their national demands since the traditional system of training is falling far behind the needs dictated by rapid expansion of economic activities and social services.

➢ Through the world in higher education, there is an evident shift from teacher centered model that requires attendance at an academic institution to a learner centered model that is based on student initiative and access to learning resources.

➢ A realization that adult people with jobs family and social commitments constituted a large group of distant learners.

Distance education in other Arab countries has not gained momentum yet. Nevertheless, the increased demand for higher education and rapid technological advancement will both facilitate and necessitate the need for distance education in the Arab world. Presently there are three full-fledged open and distance education universities, and about fifteen dual-mode universities in different Arab countries.

(Kailani, 2001). Further to the above purposes, the main objectives of the Arab open universities and institutions as laid down by Arab Ministers of Higher Education in their conference held in Beirut lately are as follows (UNESCO 2000) :

1-· To provide educational opportunities to students who are unable to take the advantage of traditional universities or academic institutions.
2- To make higher education and vocational and technical training available to large segment of the population.
3- To provide continuing education to adults, with special attention to retraining adults in new skills that enable them to adjust to a changing technology environment.
4- To provide innovative, flexible, and open system of education by using distance learning methods and by applying modern communication technology.
5- To provide an opportunity to study while remaining in employment.
6- To provide education even to geographically isolated areas; and to promote social mobility and self employment.
7- To offer degree as well as non-degree certificate courses for the benefit of the working population and for the benefit of those who wish to enrich their lives by studying subjects of cultural and aesthetic value.
8- To complement the programmes offered by existing universities, while maintaining the highest academic standards.(ALECSO, 2000).

These are justified objectives and reasons to adopt distance education by Arab countries. The challenge of providing education and training to a huge and diverse population with variety of learning goals and styles, at an acceptable cost, will require the practice of distance and open learning to be placed on the central stage of the educational systems globally. Empirical evidence shows that the conventional educational system is not able to cope with the increasing demand for education inspite of its growth and expansion. The emergence of distance teaching institutions/ universities have truly solved some aspects of the problem.

Stages in the Development of Distance Education in the Arab World

The development of distance education in the Arab World can be summarized in four-time periods reflecting the use of major delivery technologies. (Alsunbul, 2001, pp70-111). These periods are as follows:

First, the correspondence study was the primary delivery method of distance education. It extended up to the sixties. Printed materials were used mainly at this stage and courses were sent to learners by mail. Arab University of Beirut is a good example of correspondence education. The University is still using this mode of education at some of its academic departments. In fact, the University, at present can be considered as a dual-mode system university.

The second stage of distance education was characterized by reliance on radio and television broad casting, supported by printed materials. Audio- and video cassettes are used as an alternative media of instruction. This period lasted about two decades. Sudan, Syria and Egypt are examples of the Arab countries which have used this method of instruction for a long time for some segments of their population or to specific locations.

During this period, some universities of Saudi-Arabia utilized the closed circuit approach to transmit lectures to the women section since it is forbidden for men to teach women directly as stipulated by the Islamic Law (Shariah). Had this method not been employed, hundred of thousands of girls in Saudi-Arabia would not have had the chance to pursue their higher education studies. This method of instruction is still employed on a large scale in the teaching of girls in Saudi universities.

The inauguration of Al- Quds Open University in 1998 marked the beginning of the third generation of distance education patterns in the Arab world. Since then the discipline has attracted national attention and has become increasingly popular across the Arab world. Consequently, some other open universities are founded in Egypt, Libya, Algeria and Kuwait which accommodates the Arab open University of Prince Talal bin Abdul Aziz Al-Saud. These universities, and the newly established electronic university based in Dubai and owned by a self made man called AL LUTAH are based on the integrated use of multimedia, namely: the print, the computer, the video-cassette, the CD.ROM, and the audio-cassette. The use of newer technologies i.e the Internet, Computer, Mediated Communications, video conferencing and virtual classroom is somewhat limited.

The academic programmes in such universities are meant to satisfy the actual needs of Arab learners, primarily those seeking: (a) re-licensure or re-certification in their professions; (b) training for personal advancement in their current jobs or positions; (c) specialized technical managerial or administrative training; and (d) personal enrichment (e.g. history, literature, foreign languages, etc). Accordingly, the programs include a range of educational/ options from a very formal/degree to informal, non credit courses. The programs have also taken account of overall development plans as well as the socio-economic circumstances and aspirations of potential students (Kailani- 2001).

In theory, the available literature states that Arab universities adhere to a set of principles, routines and procedures to develop, produce and control the quality of their offerings. The main principles usually articulated are the following (power: 1998, PP 204 - 207):
1. The requirement for professional courses that aim at enhancing the skills of those in change of running open universities at all levels.
2. Course structure needs to be detailed out before development. The programmes should have a larger number of modules and units covering (a) core aspects, and (b) aspects relevant to a region/ culture.
3. Course materials should reflect quality of production and must be attractively packaged.
4. There should be flexibility in production to ensure meeting of specialized needs.
5. The delivery service must be effective. Students must have, at all times, an adequate supply of study material.
6. Course assignments should be commented and graded promptly, and academic enquiries receive in-dividualized response.
7. There should be an easy registration system and enquires need to be replied promptly, with a personal touch.

concerned organization which perpetuate the continuation of distance ed as an opportunity for the elite.

Language and accreditation constitute a crucial problem in the Arab world. *Arabists* insist that the noble language of the Arabs must be preserved and, thus, should be the sole language of instruction. Syria and Sudan are adopting this policy and philosophy; others believe that Arabic should be used in conjunction with other languages; that the nature of the discipline and the need of the market determine which language to use. This difference in orientation has huge impact on accreditation, student transfer, government subsidy, and regional and international cooperation.

Fortunately or unfortunately, there is a sweeping movement to utilize English as a medium of instruction in distance education institutions, but at the same time, requiring student to take certain core courses that are taught in Arabic. (ALECSO, 2001). This is a compromise or middle of the road approach.

Much has to be done in the arena of accreditation since there is no pan-Arab, regional, or state organs shouldered this responsibility. In general, students obtaining distance education degrees from outside their countries do not know what to do with them since they are not recognized or accepted neither by their government or the private sector and in most cases universities do not accept these students to pursue their graduate level studies.

This situation has to be corrected if concerned authorities want this pattern of education to continue. This chaotic accreditation issue is impeding the development of the movement and create an ugly face to its reputation.

Information Technology

Traditional distance instructional media such as printed books, radio broadcasting, television, overhead projector, or audio/video tapes- are suitable but not the best modes of educational technologies because they are in one way communication lacking teacher-student interaction and insensible of individual differences. These media are still used widely at our open education universities even though new information technology such as multimedia, hypermedia, e-mail, on line discussion, video-conference, computer mediated-communication, interactive CD-ROM, virtual classroom, and the like are taking up the challenge of providing good quality, flexible and lower cost distance education at the under and post graduate levels. (Kailani, 2001)

These technologies are more effective as they are media of two-way communication, interactive, synchronous or asynchronous and they shift the responsibility of learning away from the teacher to the learner. However, effective use of interactive technologies and hypermedia requires faculty training, preparation, increased care and more time in curriculum design as well as increased commitment, flexibility, cooperativeness and readiness to deal with occasional technical problems. Moreover, there must be available adequate infrastructure. Delivering education to students off campus needs infrastructure that is supportive of the teaching and learning environment. This infrastructure should have among other items, the following essentials:

1- All those who deliver contact must have the skills to use teaching methods that are resource based.

2- Teachers must be trained and provided with technologies for the performance of their tasks.
3- Students have to have access to the emerging communication and information technologies.
4- Management prepares itself to cope with the diversity in the make up of its students, their goals and the context within which they learn.

This means that communication technologies function smoothly only where a sound basic technological and telecommunications infrastructure exists, and where a high degree of technical expertise is available for maintenance and support of operations (Boh, 1994, P27).

Despite of their effectiveness in distance education, there is continuing concern about their cost. The life span of technology is very short due to its rapid changes which require constant upgrading and additional investments. And because they cost much money, planners and managers of distance education even in the rich Arab countries show reluctance for replacing the technology infrastructure. This shortcoming is due to their high prices and sophisticated equipment and effective use.

However, there is not a current accurate picture of costs, so it is useless to seek universal generalizations about the cost of technology-based education relative to traditional education. Despite all problems, technology is becoming indispensable to secure quality in distance education. Therefore, administrators in the Arab need to rethink of their financial allocations particularly when information technology applications have become the norm today.

It is recommended that Arab universities should have a multi-phases plan to introduce or expand the utilization of technology both in the administration and delivery systems. It is estimated that of the delivery system rendered by the Arab open universities is via printed materials. Almost 80% of the total delivery system is done via printed materials. This situation needs to be altered and corrected so as to operate these programs in accordance with the international standards.

Instructional Material

Due to the novelty of open universities, the majority of Arab open universities resort to utilize the already available printed materials developed by existing traditional universities despite the fact that this practice negates the basic philosophy and practice of open education and universities around the globe adhere to a set of principles and procedure to develop printed and technology based materials. The course is developed by a team. It is true that it is costly and time consuming, but this is the way to do things, in this domain. (Gumbur, 1993)

To correct this situation, instructional materials can be either borrowed and modified or produced by a team. Instructional material should be prepared in a way to help learners to learn without the teacher being there to spoon-feed them. The authors of the teaching materials should think of all possible teaching and learning strategies to build into the design of quality material so that learners can learn on their own and are able to develop skills through self-directed learning. For producing such quality, writers need to learn the new skills of how to plan and design materials for distance learners. Instructional material should be reviewed, changed and updated on a periodical of basis.

Quality Assurance

Quality is a difficult concept to define. It means different things to different people. Some people pay more attention to levels or standards, while others are concerned about efficiency or effectiveness, or fitness of the purpose (Frazer, 1994, p.103). Nevertheless, it has a role in all ingredients of distance education such as self- instructional material, delivery systems, student support services, instructional aids and technology, etc. In fact, it is the guiding force behind the success of any of the aspects of open and distance education.

Accordingly, it can be defined as the set of activities that an organization undertakes to ensure that standard are specified and reached consistently for a product or service. It has as its goal the avoidance of faulty products or services (Ellis, 1993, PP 1-5). In this meaning, it is unlike quality control mechanisms that specify exact criteria against which the quality of the final product such as study units, textbooks, and readers can be assessed (Guri-Rosenblit, 1993, PP 99-113).

Robinson (1994) suggested a simple set of procedures to maintain quality assurance These procedures include:

1- Setting standards for a product or service.
2- Organizing the production or delivery of a product or service so that the standards are met.
3- Creating confidence in the client or recipient that what is promised is what will happen.

The issue of *Quality Assurance* in the Arab countries stems from the fact that universities whom adopt distance education mode have done no effort to establish national standards to assure the academic quality of all processes conducted by the university, particularly the course materials and their relevance to the Arab world context. Instead, individual institutions of distance education often achieve quality standards for their academic activities such as course production, evaluation and delivery by a trial and error procedure, a method which is not effective.

Teaching Staff

The bulk of the part time teachers are hired from the traditional universities pool. They are not trained to do distance education work, they are fatigue because of their daytime work load, they rarely utilize education media, and their attitudes towards distance education is not very much different from the reset of the people whom look at distance education as a second class form of education. In this situation, much effort needs to be extended in order to train these teachers both in-service and preservice on a regular basis via self directed learning modules or otherwise.

Arab educational organizations and universities should play a major role in this context. Colleges of education should think of starting programmes to prepare distance education experts and / or to offer academic courses for there would be teachers.

Arab teachers/ tutors need courage, commitment and a firm belief in the value of distance education. They have to adapt to new ways of teaching and thinking. They have to change from teaching face-to-face to preparing materials for students to learn on their own. One has to change from teaching young students full-time to teaching working adults on week-ends or at night. One has to change one's working hours or to teach by

using technology in order to reach more learners at remote sites. Besides, teachers need a fundamental change in attitudes and beliefs, that teaching students *to learn how to learn* is preparing them for the future, and to move away from the old paradigm of teaching them what to learn, which is similar to preparing them for the past (Laiden, 1997 P8).

The Issue of students habits
The banking concept of education is still reging unrivalled in the Arab educational systems. Students are normally spoon-fed and thus face tremendous difficulties in shifting gears to adopt to the self directed environment of the open universities (Alsunbul, 2001B). Large number of students get frustrated because of this problem. Others attempt to cope… some succeed and others quit. Universities rarely intervene to assist students to overcome this academic difficulty. The best a student could get is a lip service.

In this situation we feel its crucial that each university requires student to take a noncredit course on self directed learning. As well universities should offer deficiency courses for those learners who have certain deffenciencies to determine the kind of assistance a student needs. Universities should have entry and aptitude tests.

Student Support Services
Related to the above-mentioned issue is the issue of student support services. The basic issue of students services are management, course packages, tutorials, drop-out, effective communication, and need to develop a computer/telephone network connecting the headquarters to all the study centers. These issues .pose the greatest challenge to students' autonomy in learning in the Arab world. This state of affairs calls for rigorous planning to offer tangible set of new value constructs in student-related demands and services for interactive communication.(Kailani, 2001)

Again, it is true that providing all these services requires money and people to render them, but the reality is that there is no other way to do things and to guarantee the high quality of the inputs and the outputs.

Cost Considerations
There are major factors influencing the costs of distance education, such as the choice of technology (media) size or type of programme, and number of students (Jones and Simonson, 1992, P26). However, the cost efficiency and effectiveness of distance education systems is an overriding concern for all of us. These considerations have a major impact on policy issues and any measurement of the quality of a distance education system.

The cost issue is normally used by Arab governments to stop the expansion of the open universities movement. In the Arab world, governments supervise all forms of education and see this aspect as an issue of sovereignty, and always say that education is not an arena of business. This reality does not encourage the private sector to invest in this field and thus slow down the movement of distance education. It is now time to adopt practical policies to solve this dilemma through issuing policies that would protect society and learners interests and at the same time considers investors viewpoints, needs, and interests.

The role of ALECSO in promoting distance education in the Arab world

The Arab League Educational, Cultural, and Scientific Organization, (ALECSO) is a specialized Arab organization established by the League of Arab States. Its primary responsibility is the promotion and co-ordination of educational, cultural and scientific activities at the regional and national levels in the Arab world. It helps to evolve and implement new approaches and strategies of educational, cultural, and scientific development that are commensurate with the Arab realities, needs and priorities.

Within the realm of education, ALECSO has a number of priority programmes. These programmes include the innovation of Arab educational thought, universalization of basic and literacy education, development of secondary technical and vocational programmes, promoting higher education, sustenance of the Arabic language, promotion of the teaching profession, and support of pioneer experiments in the Arab countries.

ALECSO was the first organization that adopted distance education and this name, we mean distance education, appeared for the first time in ALECSO's literature.

In early 1970's, ALECSO organized a thought forum in which it urged the Arab countries to establish an open university. Necessary studies were prepared by prominent scholars (ALECSO, 1974). Following this forum, ALECSO initiated a series of seminars and workshops in order to promote distance education in the Arab world. In 1986, ALECSO held an interesting workshop in Riyadh, Saudi Arabia, to explore the ways in which distance education techniques could be utilized in eradicating illiteracy. This workshop coincided with the launching of the first Arab satellite.(ALECSO, 1986)

Inspired by the work of ALECSO, a number of subregional organizations began to think of launching distance educational projects. For instance, the Arab Education Bureaue for the Gulf States, launched a very serious initiative to establish an open university. The Bureaue held an extraordinary expert meeting in Bahrain which was attended by tens of international and notional experts. Unfortunately, unknown political forces put an end to that initiative. Since then the Bureaue seized all its efforts in distance education.

Despite the shriking distance education efforts on the part of ALECSO in the late 1980's and the early 1990's, it emerged again as a prominent player in the field. In 1996, ALECSO adopted and emphasized distance education as a priority programme and allocated reasonable budget to implement it. Its efforts concentrated on advocacy and media work, capacity building, conferences and seminars, research and documentation. Via this programme, ALECSO threw a stone in the stagnant water of distance education and thus managed to reactivate the movement in the Arab world. One feels that there are now stronger interest in distance education than ever before.

ALECSO's renewed interest in distance education coincided with the launching of prince Talal's initiative to establish an open Arab university. ALECSO was the first Organization that embraced the initiative and supported it. ALECSO provided a solid platform for the initiative to succeed because it gave the initiative a wider political umbrella and eased a lot of necessary logistics.

ALECSO held two main ministerial conferences to discuss the initiative and presented the initiative in a number of conferences and seminars. The initiative was endorsed by the ministers, of higher education in Beirut in 1995and latter in 2000. Without the logistics and political support of ALECSO this private owned initiatives

would not have passed so smoothly considering the political atmosphere in the Arab region.

ALECSO has now contracted with a team of prominent scholars in the field to draw an Arab strategy to promote distance education. The strategy will focus on the current status, priority programs, budget, administration, and alternatives that could be used by the Arab countries to spread all forms and levels of distance education. The strategy will debated both at the executive council and the general conference before it is adopted. In a later stage, a lot has to be done at the subregional and state levels to implement the strategy.

Probably, it is worthnoting that ALECSO has opened dialogue with the international council for distance education (I.C.D.E) to work together in order to open a regional secretariate for I.C.D.E in the Arab region. ALECSO received the approval of Kuwait to host the office within its university's premise and to provide it with all logistics and means that could make it function well. Formalities are not yet finished to launch this office but things seem going well. It is expected that all coordination of I.C.D.E's work in the region will move from ALECSO's secretariat to the new secretariat in Kuwait.

A Vision for Promoting Distance Education in the Arab World

Promoting distance education in the Arab world, should not be seen as a wish, but rather as a goal that could be maintained by hard labor and intellectual persistence. In order to find solutions for the problems, the region faces in higher, basic, and literacy education, a lot of advocacy work has to be done at all levels particularly by regional and subregional organizations in conjunction with Arab intellectuals, policy makers, and universities. To reach this goal, a continuous, open, and transparent dialogue supported by facts, logic, and solid rationale, should be initiated as part of a strategy to reinforce distance education so as to put it on top of the political agenda. Reliable, and solid partners should be solicited and enrolled in this dialogue.

ALECSO as a pan-Arab organization, has a tremendous role to play in this context. As a think tank Organization ALECSO has to continue its mission of propagation to distance education through allocating additional resources for the training, promotion, and media production. Most urgent is the need to finish up ALECSO's strategic project of drawing an Arab strategy of distance education in the Arab world. Once completed and approved by the legislative bodies, ALECSO has to have a strategy of marketing. The strategy without a follow up mechanism is a useless document.

The implementation of this strategy requires the goodwill and sincere work of all concerned parties be they governmental or nongovernement Partner organizations or even individual. They all should intensify their presence in all kinds of media available to them to make the voice of distance education heard. As well, they have a significant role to keep hammering the doors of the ministries of education and higher education, so that those ministries take the necessary legislation and decisions needed to promote distance education. Lobbying with parliamentary bodies is a crucial step to bring the issue to the official settings.

The author believes it is now time to do extended lobbying in order to create a distance education council in each Arab country to promote distance education, coordinate its activities, and monitor the quality of its activities via setting scientific criteria and processes of evaluation. In a latter stage a need is evident for the creation of a

pan-Arab accreditation council to serve as the sole agency for assessment and accreditation in higher education and certify academic degrees granted by Arab open universities.

Above all, the author believes it is very crucial to activate the role of the Arab network for distance and open education (Anoded). This activation requires a lot of political and financial support of ALECSO and all Arab countries. The newly born network did not stand on its feet yet and can not with the very limited resources assume a similar roles as played be I.C.D.E or other organization that are well known internationally.

However, it is the author's thesis that the Arab region needs to work intensively with international organizations and universities for two main purposes. First to acquire the knowledge of *how to do and operate* distance education programmes since this is a new educational industry, and second to embark on joint programmess conducted in collaboration between Arab and international universities. Such a step, would promote distance education and will provide a room for international cooperation understanding and tolerance. This step is very needed in an era of rapid global changes and an incredible increase in human misunderstanding that leads to fear, conflict, and war. Joint distance education projects could serve as a brick in the fabric of peace.

Conclusion

In conclusion, we can say that distance education can have huge potential to increase access to and enhance productivity in higher education throughout the Arab world. Computerization and networking is very necessary for effective information flow, better management control, and improved student services...

To account for all of this, there is an urgent need for top officials support to promulgate necessary legislation, provide necessary logistics, create necessary infrastructure, allocate needed budgets, conduct needed research and create needed bureaucracies.

The movement of distance education need the serious collaboration of governmental, non-governmental, civic society, and intergovernmental organizations to launch creative and needed distance education programmes that meet the nation's need in the arenas of basic, literacy, and higher education. It is the author's belief that the success or the failure of the programmes will relay heavily on how well they account for quality control and assurance systems.

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Socio-Cultural Aspects of Quality Issues :
A Case Study of BOU's SSC Programme

By

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Abstract

Quality assurance in distance education is a focal point of discussion now a day. Though quality is a relative phenomenon, there are some indices to measure it. These indices include mainly the standard of curriculum, mode of delivery etc. However, in practice we find that having same standard of curriculum and same programmes delivered through different modes or delivered by different institutions using similar mode of instructions differ in terms of demand and recognition. It signals that the quality of an academic programme should be measured not only in terms of the standard of curriculum or the mode of delivery, but also the recognition and demand for the outputs of that programme. That means some socio-cultural and behavioral factors (which are not considered generally in the existing quality indices) are needed to be considered very important when evaluating the quality of a programme of an institution. Sometimes quality issues are limited with brand name or trademark. If the programme is not socially accepted it matters little that the curriculum of a programme is most modern or time befitting. This paper aims at discussing the quality issues of BOU's S.S.C. programme in comparison with traditional S.S.C. programme in terms of flexible delivery modality of distance education and its social acceptability.

Key Words

Quality refers to social recognition; Quality is some time culture bias, Quality is branded or Trade Marked.

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Introduction

The history of distance education in Bangladesh dates back to 1956 when the Education Directorate was assigned with the responsibility of distribution of 2oo radio receivers to educational institutions. This led to the creation of an Audio-Visual cell and later the Audio-Visual Education Centre (AVEC) in 1962. In 1978-1980 a pilot project entitled School Broadcasting programme (SBP) was taken up. In 1983 the SBP and erstwhile AVEC were merged and the National Institute of Educational Media and Technology (NIEMT) was set. In1985 Bangladesh Institute of Distance Education (BIDE) was established and NIEMT was incorporated in BIDE. In 1989 at the request of the Government of Bangladesh an Asian Development Bank (ADB) fact finding mission

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on open university visited Bangladesh. Consequently under ADB assistance another feasibility study was made on open university through a Technical Assistance Project (TAP). The objective of TAP was to formulate a comprehensive project proposal for Bangladesh Open University (BOU). BOU scheme is majorly financed by ADB. An agreement has been reached between ADB and Government of Bangladesh (GOB) on 1992 in this respect and as per the agreement ADB has provided 34.33 million US dollar to this scheme, which is 80% of the total project cost.

After having completion of the above mentioned initialization, the Bangladesh Open University (BOU) has been established in 1992 by an Act of Parliament (BOU Act-1992 No-38). Unlike conventional universities, Bangladesh Open University will not only serve the higher education sector, but it will also cater to the needs of a wide range of other education and training requirements, covering the whole spectrum of human resource development from basic education to secondary education. The main objective of BOU is to provide flexible and need based education for greater access to education and training to the masses, particularly to the rural disadvantaged groups like rural women, agricultural workers, unemployed youths, uneducated adults, health and family planning workers etc. by introducing courses/ programmes of studies more compatible with social and development needs of the country. It will also provide opportunities for non-formal education. BOU is now offering 18 formal and 19 non-formal programmes through six academic schools.

Historical background of SSC programme of BOU
In the loan covenant signed by the Asian Development Bank (ADB) and Government of Bangladesh (GOB) there is a specific directive that BOU will provide secondary education for greater access to the people those are unable to access in the conventional system. A Need Assessment Survey (NAS) was conducted in 1993 (July-December) to address the identification of courses/programmes of BOU in the initial stage. In that survey amongst other programmes Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC) programmes were considered to be the one of the priority programmes. The findings of the survey was placed before the National Steering Committee (NSC) and the committee recommended that SSC and HSC programmes can be launched in distance mode through the Open School of BOU. The recommendation was duly passed through by the Planning Commission, Executive Committee for National Economic Council (ECNEC), and finally approved by the Ministry of Education (MOE). In 1995 the SSC programme has been launched and the programme earned a lot of interest and attention of the learners who have no access to the conventional SSC programmes for its flexible learning features in respect o learners own pace and time, age, gender, occupation etc. The minimum completion time of the programme is 2 years comprising of 10 courses of which maximum 5 courses can be taken each year and students have a flexi-time of 5 years to complete the programme.

In the meantime, the total students of the programme is 1,00,000 (one lac). There is a very interesting statistical report on the enrollment of SSC students of BOU. The following data will show the index of sex, age group and profession of the SSC students of BOU SSC programme :

172

Sex	%	Age Group	%	Profession	%
Male	54	14 - 20 years	68.73	Job seeker	0.8
Female	46	21 - 25 years	16.94	House wife	6.4
		26 - 30 years	06.95	Businessman	0.8
		31 - 35 years	04.54	Students	24.0
		36 - 40 years	02.58	Service Holder	0.8
		41 - above	00.26	Others (dropouts)	67.2
Total	100%	Total	100%	Total	100%

- *data obtained from BOU Controller of Examinations' office. - 1998*

The above scenario depicts that dropouts and occupied learners are maximum of the total students quantity of the programme and female participants are almost close to male participants, which is very much important to signify the role and objectivity of the delivery system of BOU and also commensurate with the mandate of the BOU Act-1992.

But it is a matter of great regret that after passing out of three batches of SSC programme BOU has to encounter the equivalence problem of the programme with the conventional SSC programme. In an announcement Board of Secondary and Higher Secondary Education of the country refused of the BOU SSC passed students to register in their HSC programme and deferred them to get admission in the colleges. The implication of the announcement is very much directive towards the question of quality of BOU products / programmes. This led a student to the court for the demand for justice according to the law of the land. The interesting part is that there is a verdict of the hounorable court in favour of the BOU's student, against the Education Board's decision of refusal of registering the BOU SSC passed students in the traditional HSC programme. The Education Board made a petition for appeal for reconsideration of the verdict, which is still awaited. The irony of fate of BOU as an institution is that even having the government recognition her students are not eligible to go for higher education in the conventional institutions. This indifferent treatment has plunged BOU in to a great challenge to encounter, which may jeopardize the existence of BOU's other academic programmes also.

Since the students who obtained certificates from BOU's SSC programme, are not allowed to get into the HSC programme offered by he conventional colleges, raises two burning issues: 1) Is BOU's programmes are inferior to those of conventional institutions in terms of quality? 2) Is it the reflection of the conservative (culture bias) attitude of the conventional institutions or educationists?

In the circumstances stated above we have sufficient reason to believe that there is a room to see what exactly the problem is? This paper aims at scanning both BOU and conventional institutions SSC programmes through recognized quality index and reviewing whether is there any external factor(s) which makes the programme different from each other in terms of acceptability or quality.

Towards the Concept of Quality in Education

Defining quality in any manner is a very difficult task when it becomes an issue of education. Starting from the founding of Open University in the United Kingdom in 1969, the quality issue became an obstacle to the general recognition of Open University degrees. But it is also true that when we think about a degree of Harvard or Oxford or

even MIT or Cambridge we generally bear in mind that it is a world class degree and others degrees are not as equal as to those even though the latter's belong to the same conventional education system. Even if we think an institution or university goes for the same syllabus of Oxford or MIT with the same methodology of teaching and environment could that institution/ university claim of the same quality as to that of Oxford or MIT? The simple answer is no. So it can be argued that some institutions have achieved to be branded or trade marked by setting of its won quality at a certain level of standard. From this we see quality varies even in the same arena, in the same set of system or sub-system.

Quality as a whole is a very complex concept to define. There exists no universally accepted, agreed, adequate and comprehensive definition of quality in education. Logically a certificate has only decorational value until it is tested in the job market. The focal point is the level of understanding, which should really be taken for the quality education received. Numerous approaches have been made to quantify the quality of education by the educationists, researchers and specialists in the arena of education.

In case of comparability in evaluation of quality in DE and open learning the following are the approaches according to Professor B.N. Koul:

QUALITY IN EDUCATION ~ CLASSICAL APPROACH
> QUALITY ~ Not Well-Defined In Education
> QUALITY in CONVENTIONAL EDUCATION
> QUALITY in DISTANCE EDUCATION
> **INFRASTRUCTURE**
> QUALITY OF FACULTY
> ENTRANCE STANDARDS
> ➤ STUDY TIME
> COURSE CONTENT
> ASSESSMENT SCHEMA
> INSTITUTIONAL RANKING
> QUALITY OF GRADUATES

QUALITY of LEARNING MATERIALS
> ➤ SUITABILITY of DE FOR THE SUBJECT TAUGHT
> PROVISION for TRUE/ ACTUAL* EDUCATION (INTERACTION)

* DIRECT DIALOGUE	SOCIALIZATION
OR	INVOLVEMENT in LEARNING
INTERACTION	SHARING OF EXPERIENCES.

QUALITY ASSURANCE IN DISTANCE EDUCATION ~ BEYOND THE CLASSICALAPPROACH

SYSTEMIC CONCERNS   ➔ *PROCESS Based*
> φ   Course structure
> φ   Course preparation
> φ   Developmental testing

- φ Monitoring of distance teaching transactions
- φ Assignment handling
- φ Student support service including feedback etc.
- φ Evaluation *[Relevance, Process, Effect]*

PPHILOSOPHIC CONCERNS → *VALUE Based*
- φ ACCESS + EQUITY
- φ IMPACT on Educational Systems
- φ RELEVANCE - EXPECTATIONS, NEEDS
- φ ACCEPTABILITY - Status, etc.
- φ GENERATION of KNOWLEDGE

PEDAGOGIC/ANDRAGOGIC → *TRANSACTION (INPUT-OUTCOME) Based*
CONCERNS
- φ COGNITIVE dimension
- φ PSYCOMOTOR dimension
- φ AFFECTIVE dimension
- φ DROPOUT rate(s)

QUALITY ASSURANCE ~ EMERGING CONTEXT (Socio-political)

FINANCIAL STRINGENCY

(National Issues ⇒ So they must influence Education

- **Return on public investment**
- **Management requirement (that national resources be managed efficiently)**

MARKET ORIENTATION

(Fast changing scenario in Education as well)

- **Competitive markets**
- **Shrinking markets**
- **Expanding markets**

ECONOMIC UTILITY

(Emphatic demand on Education Systems)

- **Education for economic growth**
- **Accountability in economic and temporal terms**

175

DEMOCRATIZATION OF EDUCATION

(Education as
a Right

- **Education for ALL - demand for ACCESS**
- **Equal opportunities for Education - issue of EQUITY**
- **Issue of Standards in Education**

Some changes in the basic assumptions of educational scenario have taken place during the last 3 decades in respect o quality issues. It is because open learning and distance education (DE) are getting a very forceful status as a methodology of teaching with its learner centric self-directive and IT mediated flexible characteristics. Since education is a sub-set of social system, democratization of education leads to a three dimension approaches namely: i) education for all - demand for access; ii) equal opportunity for education - issue of equity and iii) issue of standard of education. With the increasing changing environment more variables are need to be assessed in a definite set of assumptions. Nevertheless the socio-cultural aspect in the issue of quality is a very important, pragmatic and result oriented index of quality irrespective of mode of delivery, standard of curriculum and process of evaluation.

But in the case of educational programmes, it is really a tough job to establish any rod to measure quality. Though, educationalists already offered some quality indices, they are not still beyond disputes. However, one thing is unanimously accepted to all that since output is nothing but the processed from input, the output quality depends on input quality and also on the process quality.

The relationship between output quality with input quality and process quality can be shown as follows:

$OQ = f(IQ, PQ)$

Where,

> **OQ = Output quality**
> **IQ = Input quality**
> **PQ = Process quality**

Input quality : Here 'input' means the 'students' just entered into the programme. The entry qualification of the student is considered as the measuring rod of the input quality.

Process quality : The word 'process' indicates all types of efforts and methods implemented to achieve the objectives of an educational programme. In the 'process' course contents, course books, tutoring, necessary supports by other media, etc. are involved. This phase is mostly the delivery phase of an educational programme. This phase is very much important in determining the quality of output of a programme.

This paper emphasizes on the *process quality* of the SSC programme of BOU assuming that the input quality of the programme is almost same as that of the conventional SSC programme. Comparing with the process/delivery methods of the conventional SSC programme, we have tried to see whether there is any factor other than academic for which the BOU's SSC programme is considered to be different from the conventional SSC programme in terms of quality.

176

Methodology

Database: Secondary sources of information have mainly been used in this work. We have used the data from the reports of the surveys conducted to evaluate the BOU's SSC courses. In addition to that we interviewed the experts, guardians, teachers/tutors involved both in BOU & conventional SSC programmes, higher secondary school/college heads and secondary and higher secondary education board officials.

Technique used in the analysis : The analysis is mainly qualitative in nature. We compared the delivery tools used in BOU's SSC programme with those used in the conventional SSC programme.

Course content: The contents of BOU's SSC courses are similar to those of the conventional SSC courses approved by National Curriculum and Textbook Board (NCTB). About 100% of the teachers in the secondary schools in Dhaka city opined that the contents of BOU's SSC courses are similar to the contents of the corresponding conventional SSC courses. Even a committee formed by the Ministry of Education for submission of recommendation regarding the equivalent issue of both the SSC programmes has opined that both the programmes are equal in quality. The committee's special observation in drawing conclusion of the report was that BOU students-teacher contact hours are not as much as conventional students.

Textbook: Textbooks for the BOU's students are written in modular form so that the students can learn the concepts in the course by themselves. Most of the respondents think that the concepts and theories are presented in the BOU textbooks very well understood in comparison with the textbooks followed by the conventional S.S.C. students.

Teaching method: In the conventional system, teacher stands in front of fifty or more students and delivers lecture what is largely an uninterrupted discourse for 45 minutes or more.

On the other hand, in BOU's programmemes, the teacher takes a much more subsidiary role. Here students ask the teachers to solve the problem they have faced in the courses. Tutors are here just facilitators. Students not only talk to the teachers/tutors to get answer of their queries, but also they discuss the complex concepts in the courses with the weaker students. In that case, teacher help the students start the discussion, maintain the discussion and conclude the discussion.

Therefore, BOU's method of teacher-student interaction and student-student interaction is more effective way of learning than conventional pedagogical method of teaching.

Performance of Tutors of BOU: BOU uses the conventional school buildings as tutorial centers and teaching staffs as tutors. Therefore, there is no difference between the performance of teaching staffs of conventional schools and BOU's tutors. They are the same persons.

Other Media uses: In conventional system, only two media such as print and lecture are used to disseminate knowledge to the students, whereas BOU uses more media such as print, audio, video, post, tutoring, radio and television to help its students learn effectively. Though in BOU direct

teaching is absent, the use of technologies i.e., different form of media's self directed learning and tutoring can be considered as good substitute for student-teacher and student-student interaction. In that sense, there is no much variation in the effectiveness of the delivery of knowledge both in BOU and in conventional schools.

Evaluation: Like the conventional system BOU evaluates their students by the end-of-course through written examination. The questions are set and exam-scripts are evaluated mostly by the teachers of the conventional schools. So, evaluation processes are same in both conventional schools and BOU.

Summary of Findings

From the above analysis, it is clear that :

- The contents of the BOU S.S.C. courses are similar to those of the corresponding conventional courses,
- The text books used by BOU students are more informative than those used by the conventional students,
- BOU students also learn by themselves through self-directive learning. They can enjoy flexibility in receiving education, which is almost absent in the conventional system,
- Tutors of BOU are hired from the conventional schools. So, the persons who teach in the conventional schools are providing tutorial services to BOU students,
- BOU uses a combination of different media to help its students learn more effectively, whereas conventional schools relies on only printed textbook and class-room lectures with black boards and dusters,
- Evaluation technique and the persons involved in the evaluation process are mostly same in both BOU and conventional schools.

Therefore, it can be firmly said that BOU's S.S.C. programme is in some cases better than conventional S.S.C. programme. The only difference is the mode of delivery, which cannot be the major means of comparison between the performance of the students in this age of information super highway. So BOU students should not be treated in an indifferent manner so that they cannot go for higher education in any institution where they want to educate themselves.

Conclusion

Since open learning and distance education is a new concept in Bangladesh, the people involved in the traditional system of education cannot come out of their orthodox thinking. Not giving emphasis on the availability of messages and the capacity of receiving the messages, they worry about the way of transmitting messages. This happens because they do not use to modern technologies and that's why they do not know the advantages and the blessings of modern technologies. This classical attitude of questioning the performance of BOU students may continue until the people in the conventional system of education are not used to conceptualize the philosophy of DE and open learning system of education and uses of modern technologies. And thus the social

acceptability of quality may suffer. However, in the long run, this backward attitude will be changed. Due to the prejudiced idea and culture bias attitudes amongst the educationists the BOU's programmes may have to suffer much.

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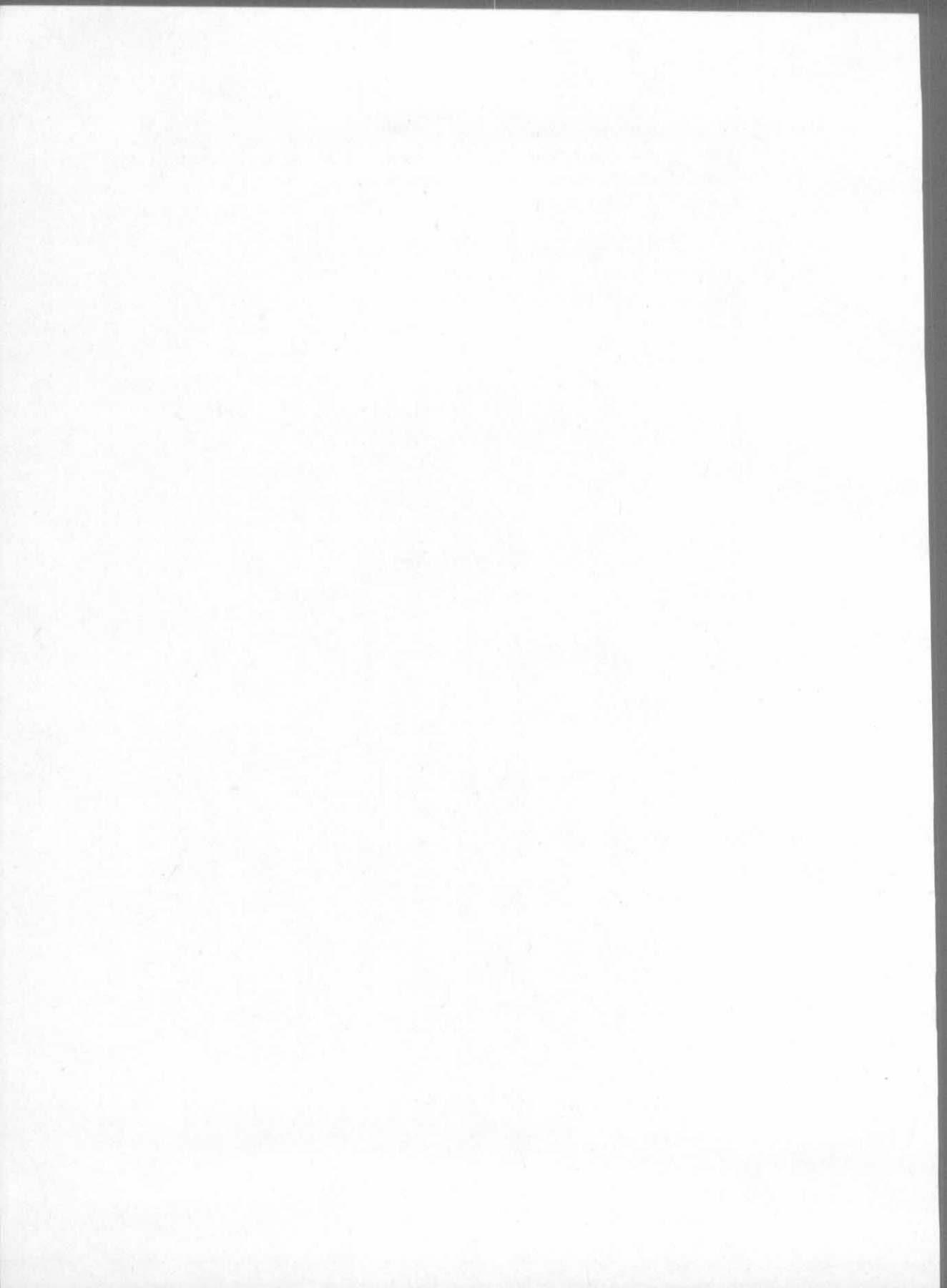
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FACTORS INFLUENCING HEALTH SERVICES UTILIZATION AMONG TEACHER TRAINEES IN UNIVERSITY OF BENIN

By

C.O. IDEHEN*

Abstract

This study was designed to assess the extent of utilisation of basic health care services by the University of Benin students. 500 male and female students of the Faculty of Education in the 1997/98 academic sessions were selected for the study through simple random sampling technique. A 12-item questionnaire modified after the Likert summated rating scale was structured and validated. Data derived were analysed through chi-square of contingency analysis. The results of the study reveals that subjects beliefs, value system, home background and availability of health services influenced their decision and interest in helath services utilisation. Based on the findings, it was recommended that students should be sensitized to the importance of regular use of the Health Centres. Also, it was recommended that health education learning modules should be included in General Study courses in the university. It is envisaged that with the right attitude and reinforced behaviour, the level of utilization of health services will increase among teacher trainees in the University of Benin.

Background to the Study

In a recent circular released by the Department of Health Services, University of Benin, and sent to staff and students, it was reported that there is an observed upsurge in some diseases within the University community, specifically; the circular identified the diseases as:

1. Meningitis
2. Smallpox (known to the eradicated but now raising its ugly head)
3. Tuberculosis (incidence has been very low)
4. Infective hepatitis (on the increase)
5. AIDs (not untied with 4 in some cases, very dangerous and serious condition)
6. Chickenpox and measles in adults, (Dept. of Health Services, University of Benin 1998).

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Except for the AIDS disease, the rest-identified diseases can be cured and prevented through regular use of Health Centres improved environmental sanitation, good personal hygiene and through health education, (Crowell, 1995). The incidence of these reported diseases in the University of Benin community call for serious concern more so when these ailments can deteriorate to epidemic cases if they are not promptly addressed. Indeed, these diseases are within individual control, prevention and management.

The University of Benin Health Centre was established primarily to cater for the medical and health need of staff and students. Essentially, services provided by the Health Centre include the following:

1.   General out-patient clinic;
2.   24 hours emergency service;
3.   An ambulance service
4.   Pharmacy;
5.   Operatory service;
6.   Community Health and environmental health
7.   Refuse disposal vehicles;
8.   A hearse, (Vice-Chancellor's Report, 1997

The University Benin health Centre is situated in two
 Locations (Ugbowo Campus and Ekehuan (Campus) and currently occupies 4 bungalows. With these impressive health resources at the disposal of students, it is expected that students would utilise the Health Centres more and more.

The following questions were raised in this study in order to effectively determine the factors that influence the utilisation of health care services by University of Benin students.

1.   Does pre-disposing factors such as knowledge, beliefs, value systems and attitudes influence students interest in the utilisation of health services provided for them?
2.   Does enabling factors such as those related to availability of health resources influence health services utilisation?
3.   Can reinforcing factors such as family background, per group influence, etc. affect students disposition to utilize health care service?

The health status of students in an issue that is drawing global attention, studies conducted by Luggard (19809). Smith (1994) and Adebayo (1996) shows that students who are in good health perform better in academic than their counterparts who experience ill-health. Turner (1976) posited that when students experience good health or are in good spirits, they become useful to themselves and to their community. Only by being alert mentally, physically fit and emotionally stable students can perform efficiency in academics. Thus only students who are healthy they will be favorably disposed to learn and accomplish his learning tasks quickly with less strain or difficulties.

Apart from the fact that the need for optimum health is an individual responsibility. Udoh (1996) observed that the status of health which individuals enjoy at any specific time is dependent on many factors such as environmental factors, lifestyle of the individuals, biological disposition and most importantly the health care delivery services at the disposal of the individuals. The issues that influence health care utilization are

fundamental to the desire for a purposeful health for all and relates to one of the objectives of the Nigerian Educational System which is to "promote the physical, emotional and psychological health of all students", (National policy on Education (1981).

Hypotheses
The following null hypotheses were formulated for the study:

H.1: There is no significant relationship between students belief system and the utilisation of health services.

H.2 There is no significant relationship between students value system and the utilisation of health services.

H.3 There is no significant relationship between home background of students and the utilisation of health services.

H.4 There is no significant relationship between availability of health resources and the utilisation of health services.

Methodology
Research Design
The Quasi-experimental design was adopted for the study. The Quasi-experimental design involves the use of an intact group and the absence of randomization of subjects.

Population of Study
Population of study consisted of all 400 level teacher-trainees in the Faculty of Education in the 1997/98 academic session. The population of students considered for the study has similar characteristics with other students in the university.

Sampling Technique
500 students were identified for the study through simple random sampling technique. Breakdown of the subjects per department is stated below:

Department of Physical and Health Education	=	100 regular students
Educational Psychology and Curriculum Studies	=	100 regular students
Department of Educational Administration and Foundations	=	100 regular students.
Vocational and Technical Education	=	100 regular students.
Adult Education	=	100
Total q	=	500

Validity of Instrument
Content validity technique was used to validate the questionnaires. Two professors assisted in the validation of instrument used. One of the professors is in the area of measurement and evaluation and the other a health educator.

Reliability of Instrument
The test-retest technique was applied to the process of determining the reliability level of the instrument 125 (25%) teacher trainees were pre-selected and questionnaires

were administered to them. A week after, the same group of students were retested and a co-efficient of 0.82 was derived which indicated a high co-efficient value for the co-efficient of 0.82 was derived which indicated a high co-efficient value for the questionnaire.

Results.

Hypothesis 1 : There is no significant relationship between students belief system and the utilisation of health service.

Table: Belief in the efficacy of goods and extent of health services utilisation

Belief in the efficacy of the gods	Extent of utilization of health services				
	Used very Often	Used Often	Used sometimes but not often	Not used	Total
Strongly Agreed and Agreed	210	40	13	6	269
Disagrees and Strongly Disagree	112	17	-	-	129
Grand Total	322	57	13	6	398

X   =   0.05
Calculated value   =   6.588
Table value   =   7.816
(P>0.15).

The table shows that students belief system is significantly related to the utilisation of health care services (P>0.05). 210 or 52.4% of the students strongly agreed that beliefs in the efficacy of the gods influenced their dispositions to health services utilisation. 112 or 23.6% of the subjects strongly disagreed with the notion that their decision to utilise health services was not influenced by the beliefs in the efficacy of gods.

In the first hypothesis, the need to find out whether there is a significant relationship between students belief system and extent of health services utilisation was clearly stated.

From the findings in table 1, it is evident that there is no significant relationship between students belief system and the need to utilise health services put at their disposal. Therefore, the null hypothesis which states that there is no significant relationship between students belief system and attitudes towards utilisation of health services is accepted.

Hypothesis 2: There is no significnt relationship between students value system and the utilisation of health services.

184

Table: 2 Students value system and extent of utilisation of health care services.

Need for medical assistance when sick	Extent of utilization of health services				
	Used very Often	Used Often	Used some but times not Often	Not used	Total
Strongly Agreed and Agreed	117	40	4	6	137
Disagrees and Strongly Disagree	207	50	16	13	286
Grand Total	324	90	20	19	423

X   =   0.05
Calculated value   =   13.82
Table value   =   7.817

There is a significant relationship between students, value system and extent of utilisation of health services. 117 or 36% of the subjects indicated that they only utilised health services occasionally. Whereas, 207 or 63% stated that they do not utilise the health services provided for them even if they were sick. The findings shows that there is some amount of relationship between students value system and interest to utilise health services but the relationship is not absolute. The findings support Ocheng (1995) position that health recipients treat with indifference matters that pertain to their personal health due to wrong value system.

However, the null hypothesis of no significant relationship between students value system and extent of health services utilisation is rejected.

Hypothesis3: There is no significant relationship between home background of students and the utilization of health services.

Table 3: Home Background and health services utilisation

Home back ground and attitudes towards Utilization of health services.	Extent of utilization of health services				
	Used very Often	Used Often	Used some but times not Often	Not used	Total
Strongly Agreed and Agreed	211	30	10	8	259
Disagrees and Strongly Disagree	100	4	2	10	116
Grand Total	311	34	12	18	375

X   =   0.05
Calculated value   =   1.09
Table value   =   6.875
(P >0.05)

Details from table 3 show that there is a significant relationship between student's home background and their attitudes towards the utilisation of health services. 211 or

185

54% of the subjects indicated that they utilise health services because of their earlier understanding of the importance inherent in health services utilisation. 100 or 26% stated that they were not influenced by the idea of regular medical check up. Turner (1979) posited that the home has a lot to do with behaviours, which children exhibit later in life. This also explains the fact that home training affect a child's outlook in life and approaches to life issues. The null hypothesis which stated that there is no significant relationship between home background and interest in health services utilisation is rejected.

Hypothesis 4:There is no significant relationship between availability of health resources and the utilisation of health care resources.

Table 4: **Availability of health care resources and utilisation of health care services**

Availability of health care resources	Extent of utilization of health services				
	Used very Often	Used Often	Used sometimes but not often	Not used	Total
Strongly Agreed and Agreed	218	41	12	9	280
Disagrees and Strongly Disagree	110	17	3	6	136
Grand Total	328	58	15	15	416

X   =   0.05
Calculated value   =   7.519
Table value   =   7.815
(P>0.05)

Table 4 indicates that non-availability of health care resources is significantly related to subjects poor attitude towards health care services utilisation. For example, 218 or 52% of the subjects indicated that their poor interest in the utilisation of health services is dependent upon the non-availability of medical personnel and health facilities. 110 or 26.4% of the subjects indicated that the poor interest they have for health care services has nothing to do with the availability of medical personnel rather the interest to utilise health services is a matter of personal decisions, opinions and views.

The null hypothesis which stated that the non-availability of health care resources is responsible frog the flagrant attitudes towards the utilisation of health services is retained.

Conclusion

An initial attempt has been taken in this study to explore the issue of health services utilisation. Several findings in the study are worth highlighting. Thus students belief system, value orientation, the effect of home background and non-availability of health facilities need to be critically considered.

The extent of utilisation of basic health care services can be determined from many perspectives such as the examination of pre-disposing factors, enabling factors and reinforcing factors. This study has revealed the salient issues that affect the health status of many students. The issue of non-utilization of basic health care services by students

can be attributed to student's negative attitude to health services, indifference and their belief system.

However, one of the ways through which the problem can be effectively addressed is through intensified health education activities. Adebatyo (1995) discussed the role of health education and concluded by emphasizing the need to use health education techniques to address contemporary problems and issues. The implication of this is that we should take health education to the limit of health consumption by individuals. It is further recommended that students should be sensitized to familiarize themselves with the functions and services available at the Health Centres. Health education modules should be included in General Study courses in the University because of the unique role of health education in promoting personal health through reinforcement of wrong attitudes and behaviour change.

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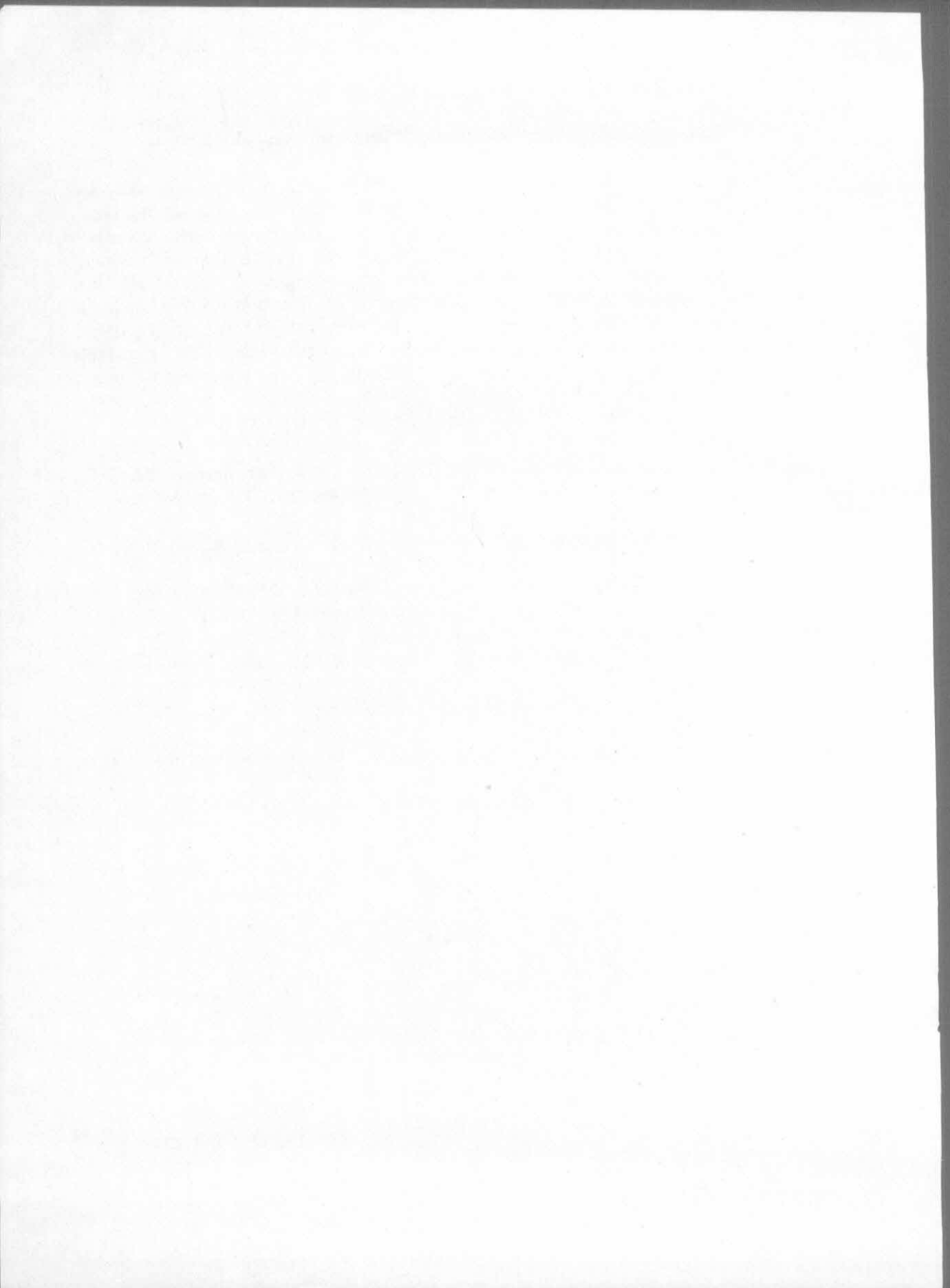
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SHORT TERM EDUCATIONAL PROGRAMMES OF AIOU: WHAT DO THE STUDENTS THINK?

By

Najeeba Batool*

This research article is based on a study of the feedback from students of the Short Term Educational Programmes (STEPS) of Allama Iqbal Open University (AIOU). The author conducted this study in 1999, while she was working as coordinator of STEPS. The article presents a brief introduction of the programme, objectives and methodology of the study. It even presents students' viewpoint about the utility of the programme and their suggestion for the improvement of the courses as well as improvement in the management of the short-term courses. In the end the author presents conclusions and recommendations.

Introduction

Short Term Educational Programmes launched by Allama Iqbal Open University in 1996, provides a more flexible scheme of study to people. Although, the University caters to the needs of thousands students with semester bound courses, a number of people still cannot take advantage of University's flexible method of study. The principal reason is time. It takes more than a year to complete any programme of the University; therefore many people do not take admission because it takes too long. The University has devised a system of study through offering short-term courses for those who wish to seek knowledge and improve their capabilities in a short period of time.

Short Term Education Programmes offers seventy-eight courses in five groups i.e., Management Sciences, Social Sciences, Community Education, Secondary Education Media Tuition and Hotel Services. Anyone who has interest in any of the courses can join the programme. Admission is not semester bound and is open throughout the year. The minimum duration of the programme is three month, however, the student can take longer time. The students can take admission in more than one course at a time. The study package includes learning material and evaluation paper. A feedback form is sent to the students to gain their opinion on the quality of the courses and the programme as well. On the basis of the result of the evaluation paper a certificate is awarded to students. The programme is being offered for six years now. At the time the study was conducted, more than six thousand students had benefitted from the programme and about three thousand certificate had been awarded.

Objectives and Methodology of the feedback study

The study was conducted with the following objectives:
- To find out students perception about the quality of the course contents and presentation to improve the quality of courses.

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- To collect students' opinion and suggestions about the management of the programme in order to improve the quality of services to students.
- To identity the problem that the students encounter during the course of their study.
- To find out how the certificate has benefited the students.
- To collect students' suggestion about the possible new courses that can be offered in future.

The feedback form that has been used for the study contains eight closed questions. Students' comments and suggestions about the programme are invited in the end. The student gives the comments and suggestion in this section; therefore, this section provided most of the information for this study. Feedback form of all students who completed their evaluation papers, were included in this study. Almost all students answered the eight questions asked in the first part, but only four hundred and seventy (470) students gave their comments and suggestions. Therefore, only the evaluation papers (470) with comments and suggestion were included in the study.

The selected forms were group-wise sorted out and the responses were tabulated with the help of the computer. Following table shows the number of the evaluation group wise:

Course Groups	No. of forms
Management Sciences	276
Social Sciences	101
Community Education	87
Secondary Education Media Tuition	6
Total	470

Management Sciences Courses are the most popular courses with a high rate of return of the evaluation papers. Secondary Education Media Tuition courses apparently does not show a good response but as a matter of fact, the courses are based on the video tapes of formal school syllabus, therefore, the students take admission and study the courses but do not seem interested in acquiring the certificate. In the following paragraphs, this article will deal with the findings of the study:

The Programme

The programme clearly meets the needs of the students. One of the students said:

> *I really appreciate Short Term Educational Programmes of Allama Iqbal Open University. The programme is very helpful to me. I am a banker and I have no time for study in a formal institution. AIOU satisfy my desire to study at home. The system is very for those who want to improve their knowledge.*
>
> *Iqbal , Peshawar*

The students found the programme and its courses a source of enhancement in their potentials and knowledge. They say:

> *The courses under STEPs are no doubt a source of enhancement in one's potentials. I really believe that it is the best way to have better know-how of the modern*

methods of study. It is a great opportunity for me to
learn.

Kashif, Gujanwala

In my view, this is an excellent programme offered by
the University. It helps students in increasing their
knowledge in the field of their interest in a very short
time. Short Term educational Programmes should
continue.

Saadia. Karachi

The programme is not beneficial to students only in terms of self-development (39% of the students answered in affirmative and for 52% of the students it helped to some extent), but it is a source of professional development for many employed students. About 33% of the total students understudy said that the courses actually helped in the professional development in terms of knowledge, promotion and financial benefits.

The utility of any educational programme to the students accentuates when it is offered and implemented in a way that causes minimum concerns to the students. In the case of STEPS, the students expressed their concern and opinion about the administration of the programme. According to the students the programme was generally managed well, but many students were confronted with the problem of delayed mailing of course material and issuance of certificates and the students suggested that mailing of materials and certificate may be improved. Only 9 students complained that their letters were not answered. Regarding the dispatch of the certificate, the students recommended that the certificate should be sent in a special envelope.

The study showed that the major source of information of the students about the programme was newspaper. The students were asked about the source of information of the programme, 355 out of the total 470 students came to know about the programme through the newspapers. About sixty students follow their friend and took admission in the programme. Poster was another source of information and about 23 students reported to have seen the poster displayed and approached the program for admission. The programme attracted more people because it was publicized heavily in the newspapers. But after a year of launching the publicity of the programme came to almost none (only advertised twice a year with admission announcement of the other programmes of the university), which noticeably reduced enrollment in the programme. This clearly indicates that there is a need for more publicity of the programme. The newspaper seems to be the most effective media of the publicity and advertising. However, a few students also suggested publicity of the programme through television to reach wider clientele. A comprehensive publicity plan for the programme will contribute to attract more people resulting in the increased enrolment in the programme.

The Courses

The students wanted the programme to offer wide variety of courses for the interest of larger group of people. Due to in-built flexibility of the programme, there is a lot of potential for the expansion in terms of courses. Many students suggested that the programme should offer diploma in several courses.

About the quality of the courses, the students understudy commented on both the printing quality and the quality of the contents. According to them there were several spelling mistakes and editing error in the course books as well as in allied materials and suggested that the quality of editing and printing should be improved. When asked about the quality of course contents, 330 liked the contents but insisted that course contents may be updated and new information may be included in the contents. Only ten (10) students reported that course contents were unsatisfactory. The quality of contents of evaluation papers of different subjects was another area where students showed great concern. About half of the total students understudy rated the standard of evaluation paper as good and almost the same number of the students thought that quality of the evaluation paper in terms of contents was unsatisfactory. They suggested that evaluation papers may be revised both in terms of contents and editing/printing.

For overall implementation of the courses, the students suggested the following:

♦ Course materials may be provided in regional offices to save time for mailing.
♦ Course Coordinators' address may be provided to the students for further guidance in course materials.
♦ Evaluation papers may be sent back to students after marking. It will help students improve their learning and writing style.

The student identified many areas in which new courses could be developed and offered in STEPS. Following are the areas suggested by the students:

♦ Textile Designing
♦ Home Management
♦ Civic Education
♦ Personnel Supervisor Development
♦ Factory Administration
♦ Employees Management
♦ Teaching Methodology
♦ Civil Aviation
♦ Environment
♦ Forestry
♦ Rural and Urban Planning
♦ Quality Control Management
♦ Education
♦ Education Planning and Management
♦ International Relations
♦ Public Administration
♦ Veterinary Sciences
♦ Economics
♦ Mind Development Techniques
♦ Physical Education
♦ Medical Courses

♦ Professional Computer Courses
♦ Information Technology
♦ Textile Designing
♦ Home Management
♦ Civic Education
♦ Personnel Supervisor Development
♦ Factory Administration
♦ Employees Management
♦ Teaching Methodology
♦ Civil Aviation
♦ Environment
♦ Forestry
♦ Rural and Urban Planning
♦ Quality Control Management
♦ Education
♦ Education Planning and Managemen
♦ Health Sanitation
♦ Engineering
♦ Fitness Exercise
♦ Child Labor in Pakistan
♦ Local Self Government

- Office Automation
- Home Economics
- Sociology

- Industrial Relation Management

In addition to comments and suggestions on the overall programmes and courses, the students expressed their opinion about individual sections of the programme. The following paragraphs deal with section wise analysis of the programmes.

Management Sciences

Short Term Educational Programmes offer twenty-two courses under this section. Management Science courses are the most popular among the students. There is a higher rate of return of evaluation paper for these courses, that is why, more evaluation papers with comments and suggestion were included in the study. The students gave many useful suggestions for the programme as well as suggested possible new courses that can be offered under this section. Majority of the students regarded management courses very practical. One of me students commented,

> *Management Sciences programme is a success and standard of materials is excellent and thought provoking.*

Many of the students were of the opinion that these courses may be offered as credit courses because without credit their utility reduces. The students suggested that management courses should be offered as diploma, for example, Diploma in Marketing, Diploma in Export Management, Diploma in Accounting and Diploma in Logistics. They also stressed on the need of practical work, workshops and seminar for these courses. Many students demanded that tutorial support should also be provided for these courses.

To assure the quality and authenticity of the courses a few students suggested examination for these courses. The students also suggested that management courses might be supplemented with audio and TV programmes. The students suggested following new courses for management section:

2. Personnel Management	Money management
♦ Industrial Psychology	♦ Credit and Finance
♦ Human Resource Development	♦ Banking Operation
♦ Marketing Management	♦ Export Documentation
♦ Civil Aviation	♦ Leadership
♦ Accounting	♦ Hospital Management
♦ Strategic Management	♦ Strategic Planning
♦ International Management	♦ Quality control and Management
♦ How Stock market Works	♦ Hotel management
♦ Banking	
♦ IS0 9000 with Video	

The students provided feedback on all management science courses (please see the study available in IME) in terms of contents, presentation and evaluation. For most of the courses, the students suggested that the contents of the management science courses

might be revised to include new knowledge, case studies and a Pakistani context especially for the courses of export management. The students suggested that the programme should provide a list of reference books with all courses so that they can gain additional information and knowledge. Spelling errors and language mistakes came up as a common problem in all management science courses and evaluation papers which students demanded should be rectified. The students also recommended that subjective questions in evaluation papers might be replaced by objective question. They were of the opinion that objective questions will test the knowledge more than the subjective questions and will also save their time.

Social Sciences

Under Social Sciences twenty different courses are being offered. Among these a few courses are very popular such as advertising, public relations, common health problems and their prevention, bee keeping, tree plantation, and journalism. The other courses attract only a small number of students. The students gave their opinion and many suggestions about the above-mentioned courses. The common suggestions were:

3. The printing, layout, editing of the courses may be improved.
4. The contents may be updated.
5. The evaluations papers may contain objective type questions
6. More illustrations and media support may be provided with the courses.

They students suggested a few more advance courses in Health such as Rheumatology, Neurology, Psychology, Surgery, Eye, Community Medicine and Mental Disorders.

Community Education

Community Education section of STEPS comprises of eight courses which are generally popular among women. The students liked the courses and suggested that more topics may be added to these courses. Many of the students thought that audio and video support with these courses will help increase enrollment in theses courses. The students suggested that quality of printing; editing and layout of these courses may be improved.

Secondary Education Media Tuition

Evaluation papers of only three courses i.e. English, Urdu and Pakistan studies contained evaluation form, therefore; students' feed back on the courses was included in the study. The students gave following suggestion for the improvement of the courses:

♦ Course book may be provided with videocassette.
♦ There is not enough space given for answers in evaluation paper. More space may be provided.
♦ Some parts of the videos are not clear. Quality videos may be provided to students.
♦ Courses do not cover the entire syllabus.

Conclusions

The students clearly indicated that the programme was extremely helpful in self and professional development. In addition, it provided opportunity for improvement in knowledge to those who are already working and do not have time to study full-time. The students expressed a desire for continuity of the programme. The students wanted the program to offer a wide variety of courses for the interests of a larger audience. They recommended professional courses with high quality and extensive publicity of the programme, which can increase enrollment. There were some problems that students faced especially with regard to delivery of certificates and course materials and issuance of roll number and registration number, which need to be taken care of. The students in general appreciated existing courses of STEPS but suggested improvements in terms of contents, printing, layout and editing. The new courses suggested by the students can be a very useful addition to the programme.

Recommendations

On the basis of the finding of the study, the author recommends the following:

- The delivery of study materials may be made more quick and efficient. In the publicity material. It has been promised that the package will be delivered within fifteen days of admission, therefore, the students expect it to reach them within promised period. The enrollment and mailing may be streamlined to solve students' problem.
- The evaluation paper may be sent directly to course-coordinator by the students and vice versa. It will not only reduce workload of STEPS staff but the students will get feedback on their evaluation papers.
- For all most every course the students have pointed out spelling mistakes, editing problems and missed contents. Therefore, the courses may be re-edited and printed. The print quality of all courses may also be improved by using fine paper and well-designed colored title pages.
- For course contents, the students require updating and more illustrations. A through revision of the courses is recommended.
- The feedback of students on individual courses may be communicated to course coordinators, so that they can revise the course on the basis of students, opinion.
- From the list of courses suggested by the students, a plan of development of new courses may be made and work on some selected courses may be started. Offering of new courses is essential at this point because saturation point of current courses will arrive soon and to attract old and potential students, more courses are needed.
- Evaluation papers of almost all courses require revision in terms of editing and length. It is recommended that pattern of

evaluation papers may be changed. Evaluation paper may consist of only or more objective type questions.

♦ There is a great need for publicity and advertising of the courses. In the initial days of the programme, extensive publicity resulted in more enrollments. Therefore, the courses may be heavily publicized through newspapers, Radio, TV, schools, and other AIOU sources.

Book Review

A BURNING NIGHT

By

Dr. Mahmudur Rahman

Recently the Parveen Shakir Trust has arranged a function at Quetta . A number of literary giants have come to participate in the *Khusboo Award* distribution ceremony which was held in memory of the noted poetess Parveen Shakir, who was crushed to death in Islamabad a few years back.

Amidst a lot of poets, the panel of judges has picked up a poet hailing from a deserted belt of Multan region. While requesting the Governor of Balochistan to give away the prestigious prize, the stage secretary announced the winner's name as Tariq Naeem, a 40-year-old man, having a dramatic instinct in his verses.

In his poetic collection *Deeye Mein Jalti Raat*, Tariq has very aptly exposed the cause of real sentiment prevailing in his poetry. In the preface titled *Raat, guman aur sahra*, he goes on to say:

> *"I have never kept myself aloof from the desert stretching far and away in my inner heart. It is because of this, that the rhythm of my poetry looks like the caravan moving impressively in the desert. And the theme of my poetry sounds just like the ringing bell of the camel passing through the sands at night."*

These symbols of *desert, camal, night* and *ring* appear to be the main characteristics of his poetry. Such metaphors depict the poet's vast experience of the life passed in dry land covered with sand and drought. He skillfully elaborates the inner sentiments of the masses living a pathetic life across the deserted belt. As such, Naim's poetry is unique in theme and unequalled in style.

> *Aik Dewna Kahin sey shehar mein kiya aagia,*
> *Dast- i- bey abad ki wahshat gharon tak aagai,*
>
> *Hamain yeh zum key sahra shanas hain hum log,*
> *Magar khula na talism-i- sarab ham per bhi.*
>
> *Koi abar hai na shakh-i-shajar hamarey liye,*
> *Bus aik dhop hai rakht-i-safar hamarey liye,*

Kaisey kaisey panion ney is sey manga tha khiraj,
Rait ney sari kahani hi suna di nehar ki.

Main aur mera tishna qabila hai is taraf,
Darya key par laskar shahi meray khilaf.

Living in the modern age of science and technology, Tariq Naeem doesn't confine himself to the traditional and out-dated themes of poetry, rather he revolts against all such norms of classical poetry. He vividly expresses his real thinking without any shadow of doubt, double- dealing and double crossing. He is clear in vision, concept and action. What he says about his land, people and environment, some verses clarify this perception:

Wo aankhen mangney aaya to meri aankh khuli,
Isey khiraj mein kiya kiy ada kiya main ney.

Hawa mein aaye to lao bhi na sath li hum ney,
Phir aik umar andheron mein kat di hum ney.

Jis roz sey barood ney phailain hain bazoo,
Bachchon ko koi bap kheloney nahi detd.

Despite all obstacles in the way of life, Tariq Naeem doesn't loose his heart. Emerging from a village, and acquiring education at the threshold of the Punjab University, he now associated with the world –famed poet Ahmed Faraz, as PRO. His ambition to overcome the prevailing darkness is too great which is a good sign in the modern Urdu ghazal.

Dr. Mahmudur Rehman
Editor

Book Review

HEALTH SECTOR REFORMS IN PAKISTAN

By Khattak Fazil Hakim
Pages:173 Price rs.400
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It is an old adage that health is wealth. From the time immemorial, physical fitness and bodily sound structure has always been considered the most gracious gift of Almighty Allah. There is no denying that the survival of human being on the earth entirely depends upon the physical soundness and the state of being well. It is health, which enables a man to overcome the hazards of Nature. Without this blessing, the human being would be unable to overcome the menace of changing climate and weather-bound extremities. Moreover, no nation can make any tangible progress unless the people are physically and mentally healthy and fit to contribute their best towards the development of the country.

It is an irony that a huge number of Pakistani people do not even realize their right to have good health, good medical facilities, proper treatment, immediate access to first aid and clean environment. Being deprived of such consciousness, the pregnant women are not vaccinated against tetanus. At the time of delivery, untrained midwife helps them. As a result, a large number of mothers are destined to die at delivery time. Moreover, hundred of thousands babies are not born alive due to improper childbirth. If there is any live birth, generally the newly-born child dies under one-year-age. All such horrible incidents occur because of people's ignorance about health, food, nutrition, clean atmosphere, proper sanitation, potable drinking water, etc.

The only way to overcome such menace is to provide effective, efficient, affordable and durable health services to the citizens throughout the country. Continuous efforts are required to deal with the health sector, including disease prevention, health promotion and state-owned health services at district and Tehsil levels. It means a thorough mechanism in health sector.

Ironically, such mechanism has not been given due attention in Pakistan. Only planning and policies, echoing in the corridors of conference halls and appearing of the programmes on papers, cannot solve drastic health problems at large scale. Moreover, the handling of the medical hazards has not yet come in the form of economics of health sector. Merely to become doctor, to establish hospitals, to manufacture medical apparatus and to import drugs become totally futile if there does not exist any coordination between economists, hospitals and medical doctors regarding health related projects and allocation of funds in the budget for relevant programmes.

To fill up the gap and to introduce the afore-said mechanism, Khattak Fazli Hakim has come along with a book titled *Economics of Health Sectors in Pakistan*. He has been associated with Planning Commission of Pakistan for two decades as Deputy Chief (Health), which has enabled him to have a firm grip on health issue. Presently the author is working as Economist with World Health Organization (WHO) Pakistan. Thus, the valuable experience gained through these effective posts and assignments has prompted

Fazli Khattak to pen down this book which covers various dimensions of health manager, planners, policy makers, district health officers, medical students, administrators of hospitals and public health experts.

In the book under review, the author vividly describes the practical ways and means through which the management and implementation of health sector reforms could be initiated effectively and improved extensively. During discussion, Khattak has laid emphasis on the principles of primary health care, community participation in improving health and application of problem-solving techniques. The significance of these core aspects of improving health conditions cannot be overlooked. It is hoped this informative book become a guideline for those who are associated with health sector reforms in the country.

Reviewed by Dr. Mahmudur Rahman

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