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EDITORIAL

EDUCATION – A LADDER OF SUCCESS

Education is called a ladder of success,
Its value wouldn't be rendered void;
Its scope looks much more vast,
Life through which becomes beautified!

It illuminates the darkened world,
With the rays of knowledge and learning;
Because of it desert looks orchard,
Due to this the earth is shining!

Education is gift given in Hira,
To Holy Prophet (PBUH) by God Almighty;
It bestows blessings on man,
And rubs out his grim anxiety!

Its our heritage most valuable,
Not to let it be lost any more;
"Read" and "Read" and "Read" throughout,
So as to reach the glorious shore!

This University is here to help you,
In obtaining education at home;
It wants you all to be educated,
Just like the people of ancient Rome!

DR. MAHMUDUR RAHMAN
EDITOR

PAKISTAN JOURNAL OF EDUCATION

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ALLAMA IQBAL OPEN UNIVERSITY
ISLAMABAD - PAKISTAN

CULTURE-SPECIFIC NON-VERBAL COMMUNICATION AND TEACHING OF FOREIGN LANGUAGES

By

Shabina Latif Khan*

ABSTRACT

It is acknowledged that different cultural groups have specific gestures and emotions that can hold different meaning for different people. Not sensitizing the learners to the culture-specific non-verbals of the target language from the beginning of their language learning can have an adverse affect on the quality of their verbal interaction. Learners will most likely resort to transferring inappropriate strategies from their native cultures. Teaching interactional similarities and differences in cross-cultural context can, therefore, contribute greatly to the elimination of misunderstandings and even negative stereotyping. The need to acquaint second language learners with the culture-specific non-verbal communication of native speakers of the target language is well recognized by language teaching experts. However, as yet, no in-depth research has been undertaken to find out the extent to which cultural-specific non-verbal communication is a hindrance to learning a foreign language, nor has there been a constructive framework developed on how to systematically incorporate this topic within the teaching of a foreign language. With the ever-increasing interaction between different cultures, the need for such a venture has become crucial. It may be that guidance from the field of Business Studies is needed where cross cultural behavior forms a vital part of Bsiness Communicative Study.

Traditionally language teaching has concentrated on the linguistic skills and the non-verbal aspects of discourse have generally been neglected. Over the recent years, however, the demand for the explicit

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integration between the teaching of non-verbal and verbal communication has gained momentum. The cultural specificity of certain aspects of non-verbal communication has been highlighted and much is now being written on the inextricable link between culture and non-verbal communication expressed by people in their spoken discourse. This article will attempt to examine the issues of culture-specific non-verbal communication and teaching of foreign languages under the following headings:

a) *The link between culture and non-verbal communication.*
b) *The teaching of nonverbals as part of foreign culture.*
c) *The impact of teacher's culture-specific non-verbal behavior in the classroom.*

In order to proceed with the discussion on the relevance of 'culture' and 'non-verbal communication' to language teaching, it is important to have a clear idea as to what these terms mean in this particular context since these two terms can be highly ambiguous.

CULTURE

As Spencer-Oatey (2000:3) points out that "Culture is notoriously difficult to define..." Nevertheless, she goes on to define culture as a

> ... set of attitudes, beliefs, behavioural conventions, and basic assumptions and values that are shared by a group of people, and that influence ach member's behaviour and each member's interpretations of the 'meaning' of other people's behaviour. (2000:4)

Much has been written on how cultural variations influence the manner in which people communicate non-verbally. Although there are many variants, the following five tend to be the ones mostly quoted.

<table>
<tr><td>Immediacy and Expressives</td><td>These demonstrate availability from communication. High immediacy cultures are called contact cultures and are mainly situated in warm-temperature areas such as the Arab countries.</td></tr>
<tr><td>Individualism Vs Collectivism</td><td>Individualistic cultures are more distant and portray less non-verbal communication. Collectivistic cultures emphasize cohesion as a group and spend time in close proximity to one another.</td></tr>
<tr><td>Masculinity</td><td>Women in low-masculinity cultures show more synchrony in their movement than those in high-masculinity cultures.</td></tr>
<tr><td>Power Distance</td><td>Research shows that high-power distance cultures tend to be more 'untouchable,' tend to be more tense in subordinates' body movement, tend to smile more for subordinates to appease superiors or to be polite, and tend to be more aware that vocal loudness may be offensive to others.</td></tr>
<tr><td>High and Low Context</td><td>Research has found that people in high context cultures tend to be more implicit in verbal codes, perceive highly verbal persons less attractive, tend to be more reliant on and tuned into non-verbal communication, and expect to have more non-verbal codes in communication.
The table below shows the ideas of the two variant cultures:
<table>
<tr><th>Low Context Culture</th><th>High Context Culture</th></tr>
<tr><td>1. Overtly displays meanings through direct communication forms.</td><td>1. Implicitly give meanings through gestures.</td></tr>
<tr><td>2. Values Individualism.</td><td>2. Values group sense.</td></tr>
<tr><td>3. Tends to develop transitory personal relationship.</td><td>3. Tends to take time to cultivate permanent personal relationship.</td></tr>
<tr><td>4. Emphasizes linear logic.</td><td>4. Emphasizes spiral logic.</td></tr>
<tr><td>5. Values direct verbal interaction and is less able to read non-verbal expressions.</td><td>5. Values indirect verbal interaction and is more able to read non-verbal</td></tr>
<tr><td>expressions.</td><td></td></tr>
<tr><td>6. Tends to use logic to present ideas.</td><td>6. Tends to use more feelings in expressions.</td></tr>
<tr><td>7. Tends to emphasize highly structural ambiguous messages, give details, and place great stress on words and technical signs</td><td>7. Tends to give simple non-context messages.</td></tr>
</table></td></tr>
</table>

(Adapted from www.cba.uni.edu/buscomm/non-verbal/Culture.htm)

In order to eradicate ambiguity and also taking into account the limited scope of this work, culture will be viewed solely in terms of geographical identity. Therefore, this discussion on culture-specific non-verbal communication will be in relation to people having separate geographical identities.

NON-VERBAL COMMUNICATION

Non-verbal communication is communication between people by means other than speech but it is nevertheless inextricably linked to speech. In every day interaction, verbal and non-verbal systems are interdependent. For this reason, it is not easy to dissect verbal from non-verbal communication. In spite of attempting to categorize behavior as verbal or non-verbal, Mehrabian (1972) uses an "explicit-implicit" dichotomy. Mehrabian believes that it is the subtlety of a signal that brings it into the non-verbal realm – and subtlety seems to be directly linked to a lack of explicit rules for decoding. Stevick (1980) also point out that people do not communicate by words alone. Their tone of voice and body language, for example, carry at all times messages that either support the words or are irrelevant to them, or may even contradict them. In his definition of speaking Widdowson (1996) includes non-verbal communication. Widdowson acknowledges that if speaking is solely thought of as the overt manifestation of the phonological and grammatical features of a language by means of the vocal organs, then, of course, it must be uniquely associated with aural medium. But in the course of a natural communicative interaction, we do not only use our vocal organs. The act of speaking involves not only the production of sounds but also the use of gesture, the movements of the muscles of the face, and indeed of the whole body. Moreover, all of these non-verbal accompaniments of speaking as a communicative activity are transmitted through the visual medium. When speaking is viewed in this way, it is then no longer justifiable to state that true speaking is associated solely with the aural medium.

The theoretical writings and research on non-verbal communication can be broken down into the following seven areas as suggested by Knapp (1980):

1) Body motion or kinesics (emblems, illustrators, affect displays, regulation and adapters).
2) Physical characteristics.
3) Touching behavior (e.g. stroking, holding, hitting).
4) Paralanguage (vocal qualities and vocalization).
5) Proxemics (use and perception of social and personal space).
6) Artifacts.
7) Environmental factors (elements that impinge on the human relationship, but are not directly part of it such as furniture, architectural style).

There are different types of non-verbal behavior in the same way as there are various kinds of verbal behavior. Some convey specific meanings and some are rather general. Some are intended to communicate while others are expressives only. Non-verbal behavior can also give information about motions, personality traits and even attitudes. Hence, non-verbal communication is essential in communicative interaction, and thus forms an integral part of the presentation of language in use.

a) THE LINK BETWEEN CULTURE AND NON-VERBAL COMMUNICATION:

The cultural elements are very much bound up in non-verbal communication. As Gesteland (2000:63) writes, "People of other cultures misunderstand our body language just as they may misinterpret the words we speak or write." Below are just a few of the many examples relating to emblems, paralanguage and proxemics that highlight the link between culture and non-verbal communication.

EMBLEMS

Emblems are those actions that have a direct verbal translation or dictionary definition, usually consisting of a word or two or a phrase. The following example highlights the connection between certain emblems and culture.

Tapping your Head. Non-Europeans are constantly amazed that body language can vary so widely within this tiny appendage of the Eurasian landmass.
A good example is the head tap.

---In France, Italy and Germany if you tap your forehead or temple with your finger while looking at someone you are saying non-verbally, "Hey, you are stupid!" Be careful using that sign in Germany, where it is called *Vogelzeigen* and will cost you a DM 150 fine if the *polizei* catch YOU DOING IT.

---In Spain or Great Britain that same gesture is self-referential and means "I am so clever!"

---In the Netherlands, watch carefully. If a Dutchman taps the right side of his head with the index finger vertical it translates "You are a very smart person." But if he taps his forehead with the finger horizontal he is saying "You are an idiot!
(Gestland:2000:76-77)

PARALANGUAGE (IN SOME WORKS KNOWN AS PARAVERBAL FEATURES. SEE KNAPP: 1980, PENNYCOOK: 1985)

Paralanguage basically deals with how something is said and not with what is said. It deals with the usage of non-verbal cues surrounding common speech behavior. Pennycook (1985) in her article cites the example of Loveday's work (1981), which is a study of pitch variation. It shows the difference in pitch range of standard English speakers of both sexes and the pitch range employed by Japanese males and females. The findings show that while standard English speakers of both sexes tend to employ a relatively high pitch to impress politeness, there is a significant divergence between male and female pitch range in Japanese. In Japan, men have traditionally used low, gruff voices, whereas women have used high-pitched dainty voices. If this distinction is carried over into English, Japanese men will tend to sound bored, monotonous and rude. If English males carry their customary pitch range over to Japanese, they may sound strangely feminine. Pennycook also points out that female English speakers often sound harsh and overtly masculine to a Japanese ear.

PROXEMICS

Proxemics is considered to be the study of people's use and perception of social and personal space. Different understandings of what are private and public domains have a huge impact on spatial and touching behavior. According to hall (1966), the Germans tend to keep doors closed, whereas the Americans prefer to have them open. As for the Arabs, the public space is precisely that and for this reason the North Americans perception of right to personal space would not be upheld.

b) THE EACHING OF NON-VERBAL AS PART OF FOREIGN CULTURE

Many authorities in the field of language teaching have acknowledged the necessity of teaching non-verbal communication as part of the foreign culture. Not making the learners aware of the forms of non-verbal communication in the target language from the beginning of their language learning can lead them to transfer inappropriate gestures from their native cultures. Using inappropriate culture-specific non-verbal communication while communicating with a person belonging to another culture can lead to major misunderstandings as depicted in the following incident:

Jane Reynolds was the executive director of an important trade association in Singapore. An outgoing, enthusiastic American who was successful in gaining the cooperation of the association's members, she had lived in Singapore for over ten years and got along with people very well.

Jane was pleased when she was asked to chair the annual meeting of a Thai women's organization in Bangkok. Although Mrs. Reynolds was an experienced speaker and discussion leader, this was the first time for her to chair a conference in Thailand. When Jane asked friends and colleagues for advice, they warned her that Thai women tended to be somewhat shy in public. They would probably be hesitant to offer their views and opinions in front of a large group.

So Jane was delighted when during the morning session first one and then two other Thai participants quietly offered useful comments and suggestions. She showed her delight in characteristic fashion: Getting up from the table with eyebrows raised with arms waving, Mrs. Reynolds exuberantly thanked the three women and praised them for their contributions, making sure to speak loudly enough that all the attendees would be able to hear. The meeting then continued, but for some reason there was no more input from the floor. In fact the Thai women stopped responding to the chairperson's questions as well, remaining silent for the remainder of the conference.

After the meeting two of the Thai members who had spoken up approached Jane and tearfully asked, "Why were you so angry with us this morning? We don't know what we did to upset you so". Jane hastily replied that she wasn't angry or upset at all. But the two women just mumbled their goodbyes and walked away sadly.

Jane Reynolds returned to her hotel that afternoon completely baffled by the reaction of the Thai participants. She wondered why things had suddenly gone wrong at the conference after such a promising beginning… (Gesteland: 2000:65-66)

Allen (1999) in his review on the functions of non-verbal communication in teaching and learning a foreign language cites, among others, the work of Wylie (1985) who has emphasized the inseparable relationship between verbal and non-verbal components of communication. The real question concerns communication. It is therefore, incorrect, says Wylie, to isolate language and assume it is an independent entity to be defined, taught and learned by itself since language happens to be only one element in the whole phenomenon of communication. We communicate with every means at our disposal, so the whole body (not just the parts that produce speech) has to be trained to communicate in a foreign culture. Antes (1996) also states that to be a native –like speaker of a language means not only being fluent verbally but also having command of the gestures which normally accompany that language.

The influence of non-verbal communication on acquiring communicative competence has also been dealt by many. Hyme's (1972) definition of communicative competence, for instance, includes the following non-verbals: a) Haptics – permissible physical contact between speakers, b) Proxemics, c) Kinesics and d) Non-verbal cues used to manage conversations. Three of the four competencies that make up Canale and Swain's (1980) framework of communicative competence specifically refer to knowledge and use of non-verbals:

GRAMMATICAL COMPETENCE	This is not only concerned with the rules of grammar but is also concerned with the knowledge of paralinguistics and kinesic features of the language such as intonation, facial expression and gestures.
SOCIOLINGUISTIC COMPETENCE	This includes appropriate use of non-verbal signals such as eye contact, respect for personal space and so on.
STRATEGIC COMPETENCE	This includes non-verbal strategies which are used when communication breaks down or to enhance the effectiveness of communication.

In the area of communicative competence, Antes (1996) suggests that the value of gestures should be readily apparent for both teacher and student.

Much of the literature on non-verbals in the teaching of a foreign language refers to emblems. As it has already been shown, the use and meaning of specific emblems can vary among different cultures and misunderstanding and failure to communicate may occur if non-members of a culture attempt to use or interpret emblems according to the meaning given to the emblems in their own culture. Suggestions are also given in some works on how teachers can make the learners aware of the importance of gestures by incorporating them with the language items they are learning. One simple and yet crucial way of teaching non-verbal communication is to directly speak to the students about a particular gesture and at the same time act out that gesture. Occasionally this can be done to clarify meaning of a particular word or a gesture can be performed instead of uttering the sentence that possesses its equivalent meaning. Students can also be called up to the front of the class in order to guess the meaning of what was said in a gesture and then they might be asked to give an equivalent gesture in their own culture. According to Antes (1996), this style will serve three purposes:

1) It will sharpen the appetite to solve a puzzle that they have been confronted with.
2) It will point out the systemacity with which the gesture is used in language.
3) It will show that gestures are as culture-specific as language itself and cannot be readily transferred.

Students can greatly benefit from the introduction of videocassettes into the language classroom. Antes (1996) recommends that access to television and feature films should be exploited whenever possible. While this require viewing time on the part of the teacher, these stimulated situations provide perhaps the best evidence we can obtain on native gestures, short of bringing native informants into the classroom. Presenting dialogues with appropriate foreign cultural gestures will also heighten students' attention (Green and Saitz in Antes: 1996). Making a list of gestures or other features of paralanguage may be given as homework assignments to the students. For example, in the case of English language learners, if the students are ESL students, they can be told to gather information from the surrounding community. If, however, the students are EFL students, they can be told to gather data from television programs, movies and even books (Pennycook: 1985). As Rivers (1983) succinctly points out, the students must also be taught how and when to use appropriate gestures. This could be done through role- plays. Once students have gained familiarity with certain gestures, they can be told to act out the gestures along with using relevant language items. Students can also work in pairs, small groups or even as a whole in their endeavor to work out the context in which these gestures will be applied.

Integrating non-verbal communication into the language teaching classroom is by no means an easy task. As Antes (1996) points out, several thought provoking questions arise for the teacher to solve while attempting to implement such a magnanimous task: How much time should b devoted to the teaching of gestures? How can these gestures best be taught? Should students, as outsiders to the culture they are learning, be taught to use or only to understand the gestures selected? And how exactly does one choose which gestures to teach? Von Raffler-Engel (1980) argues that the inclusion of paralanguage in the classroom dos not necessarily lead to the increase of burden for the teacher; it can in fact, simplify the whole process of learning by increasing the ways for acquiring comprehension and expression.

Although much has been written on the importance of teaching non-verbal communication as part of the foreign culture in the classroom, yet not enough research has been done on how precisely teaching of this crucial topic can be integrated into the teaching syllabus. Foreign language teaching experts, concerned with the whole phenomenon of communication, must explore further the practical ways in which this can be accomplished since non-verbal behavior is an integral part of effective communication.

c) THE IMPACT OF TEACHER'S CULTURE-SPECIFIC NON-VERBAL BEHAVIOR IN THE CLASSROOM

The literature available on the teacher's usage of non-verbal communication in the classroom tends to focus entirely on the role of non-verbals in classroom management and their role as effective teaching strategies. As Barnet (1983) points out, that, without using any words, a teacher can affect tempo, control participation and signal changes in the classroom atmosphere. These two aspects are no doubt an integral part of teacher's job and therefore, it is not surprising that teachers use non-verbal communication in the classroom mainly to fulfill these purposes. In fact it is estimated that eighty two percent of teacher's communication in classroom is non-verbal (Allen: 1999). Some feel that teachers need to be made more conscious of their own non-verbal behavior in the classroom so that they can utilize it more effectively. Barnett (1983) is among those who believe that discussing the variety of non-verbal gestures and their potential in enhancing teaching can alert the teachers to their own gestures and to the possibilities for improvement.

While acknowledging the importance of the above elements, there is yet another aspect to the issue of non-verbal communication and the language teacher that has not yet been thoroughly looked into: the impact of teacher's culture-specific non-verbal behavior in the classroom. Culture-specific non-verbal communication should not only affect *what* is being taught but also affect *how* it is being taught. Since the language teacher also comes from a specific culture, there is no guarantee that his/her behavior in the classroom will not create misunderstandings while teaching a language to foreign learners. Knowing how influential non-verbal communication can be in forming (mainly negative) opinions of those belonging to other cultures if heir non-verbal behavior is not understood, it is necessary to make teachers aware of the importance of their non-verbal behavior (that might emanate from their culture) in the classroom.

It is assumed by some that all the students will interpret teacher's non-verbal behavior in the same way. Stevick (1980), for example, discusses five aspects in which the teacher may demand and accept the center of the stage in language instruction. One issue that he deals with is the teacher's ability to give 'good vibes'. These 'good vibes' according to Stevick, take the form of facial expressions, body postures, tone of voice, and inferences which the student may draw for himself from what the teacher says as well as how he/she says it. However, what may be termed as 'good vibes' in one culture may not necessarily be considered so in another. As McGovern points out in her narration of an incident that caused a major misunderstanding to occur between an American businesswoman and a Japanese supplier, "...similar gestures and facial expressions are often used differently across culture. The meaning of a smile is not universal. Neither is a frown." (www.procurementservices.com/BusinessAbroad.htm:1998). Another example of cross-cultural differences is shown by the differences in the understanding of the required behavior of the students when a teacher is speaking to them. The common expectation of the teachers in the UK is to have their gaze returned. However, in most of the South Asian countries, students (mostly children) would look away or stare at the floor as a sign of respect for the teacher.

As yet, it appears that no thorough research has been done on the impact of culture specific non-verbal communication of the teacher in the language classroom. Therefore, it is impossible to know to what extent this is in fact a problem. Considering the fact that there is more intermingling between people of various cultures due to the fact that an increasing number of people throughout the world are now studying the English language, it is highly unlikely that this problem does not exist.

It is noticeable that in the field of Business Studies, there is much that has been written on the cross-cultural business behavior. Ample amount of literature can be found, written specifically for the business community in the form of general information and guidelines. Businesses are made aware of their prospective clients' cultures and their regional etiquettes. For instance, the International Business Internet sourcebook (1999) gives the following advice:

> Doing business with international clients requires more than just financial acumen. The building of successful business relationships is a vital part of any international ventures, and such relationships rely heavily on an understanding of each partner's expectations and intentions.

Since the situation of EFL teachers is very similar to those involved in conducting business with people of different cultures, the aforementioned advice can be easily translated as thus: *Teaching a foreign language to international students requires more than just passing instructions...The building of successful student/teacher relationship is a vital part of teaching, and such a relationship relies heavily on an understanding of each partner's expectations and intentions.*

Numerous other examples can be cited on the treatment of cultural-specific non-verbal communication in Business Studies. Zhiling and Guanhui, for example, writing for the School of Commercial and Economic Law in Gothenburg about China, say that non-verbal communication includes facial expression, tone of voice, gestures and eye contact. They say that non-verbal communication plays an important role in the daily life of a Chinese and is sometimes even more powerful than the verbal interaction. Zhiling and Guanhui further state that different nationalities have specific gestures and emotions. However, due to different background and culture, even the same gesture and emotion has different meaning for different people in certain context. Therefore, it is very useful to understand people by understanding their basic non-verbal communicational skills. McGovern gives the following example to show the misunderstandings that can arise due to misinterpretations of gestures:

> An American businesswoman comes away from a meeting, delighted; she finally got her Japanese supplier to agree to a price. A few days later, she receives questions about price.

It's almost as if she imagined the meeting. "What's going on here?" she asks, "We agreed on the price already, didn't we?" The businesswoman recalls all the Um-hmms and yeses she heard in the meeting. "They agreed to the price, they said, 'Yes'," She mutters to herself. "They even nodded and smiled." Welcome to the world of intercultural business communication, this American businesswoman is not the first or the last to feel frustrated in this way. Other people have misunderstood a "yes" response. This businesswoman needs to understand that irrespective of language, different cultures communicate in different ways. (www.procurementservices.com?BusinessAbroad.htm:1998

Such informations and guidelines are equally applicable to teachers of foreign languages. Successful cross-cultural communication, whether it is in the field of Language Teaching or Business, requires people to recognize and understand the cross-cultural differences in non-verbal communication. When we encounter people from other cultures, we may find it difficult to understand them because of the differences in tone of our voices, gestures, facial expressions and so on. In order to eradicate accuracy in perception of others as well as to become effective communicators, learners of foreign languages need to be made aware of non-verbal behavior in the culture of the target language. There is then an urgent need for research to be undertaken in the following two areas:

1) To what extent is the interference of teacher's culture-specific non-verbal communication in the classroom a cause for concern?
2) How to integrate non-verbal communication in Language Teaching syllabi and Teacher Training courses?

In order to accomplish the latter task, perhaps guidance and advice can be gathered from the field of Business Studies where cross-cultural behavior (verbal and non-verbal) forms an integral part of study.

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ANALYSIS OF FACTORS INFLUENCING NEGATIVE ATTITUDE TOWARD TEACHER EDUCATION IN NIGERIA

By

Dr. S. E. Aduwa Ogiegbaen*
Dr. Raymond Uwameiye**

ABSTRACT

This study critically examined the factors influencing public attitudes toward teacher education in Nigeria. It analyzed a series of nationwide surveys of negative public attitude toward the teaching profession using parents and prospective university students as respondents. A questionnaire made up of 12 items was used to gather data on public determinants of negative attitude toward teacher education. The survey was conducted in the six geopolitical zones that make up the Nigerian nation. Results indicated that the low social status accorded teachers, poor remuneration; irregular salaries were influential on university prospective students' and public attitude toward teacher education. Also, lack of loans for housing and vehicles, and poor working environment played major role as to why the public showed negative attitude toward teacher education.

BACKGROUND OF THE STUDY

The national policy on Education (1998) of the Federal Republic of Nigeria stipulated that "since no education system can rise above the quality of its teachers, teacher education shall continue to be given major emphasis in all educational planning and development". The National policy on Education stated inter alia; that the goals of teacher education shall be, to produce highly motivated, conscientious and efficient

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classroom teachers for all levels of our educational system and to help teachers fit into social life of the community and the society at large. The policy also stipulated that all teachers in Nigeria shall be professionally trained. Inspite of the lofty ideas for teacher education in Nigeria, many prospective university candidates have continued to avoid teacher education like the plague. In an analysis of preference of candidates for professional courses in nine faculties in Nigerian universities, Imogie (1999) showed that teacher education has low popularity as a field of study among Joint Matriculation Examination candidates. In releasing the results of the 975,060 candidates who sat for the 2002 Universities Matriculation Examination (UME), the executive secretary of the Joint Admission and Matriculation Board lamented that Agriculture and Education had the least number of applications with 6,494 and 10,784 respectively (The Nigerian Observer, July 11, 2002). If only 10,784 applied to the 52 universities in Nigeria to study education, the Nigerian education system may be witnessing a serious crisis. The crisis may affect the demand and supply of teachers in secondary schools in Nigeria. In 1996, Nigeria had a total of 155,879 teachers in public secondary schools with a total students population of 4.3 million. (Federal Republic of Nigeria Annual Abstract of Statistics, 1999). The number of students in secondary schools in Nigeria would have increased tremendously in the past six years while there may be a decrease in the supply of professional and committed teachers due to low public interest in teacher education. A breakdown of the applications to faculties showed that 255,651 applications were received for the faculty of administration, while the Faculty of Social Sciences received 185,727 applications. The Faculties of Engineering and Medical Sciences received 152,213 and 142,578 applications respectively.

The implication of the above figures is that, while applications to the faculties of administration, social sciences, engineering and medical Sciences were over subscribed, those for the Faculty of Education were grossly under subscribed. Another implication for the Nigerian education system is that faculties inundated with applications can not admit more than 20% to 25% of the applicants and at the end of the day, many candidates will be admitted into programmes they did not originally request for. The Faculty of Education will be one of those faculties to receive candidates who did not originally apply for the teacher education programme. When students are admitted into educational programmes they did not originally apply for, the question is whether such students will have full interest in the course of study? While it may be true that many secondary school students in Nigeria are desperate to gain admission into higher institution to earn degrees, there is no guarantee that students admitted to courses other than the ones they originally requested for, are not using such programmes as a stop-gap measure or a stepping stone to other programmes of their interests.

Personal interests appear to play an important role in the attitudes of prospective students, and their parents in relation to the choice of a course of study in the University. Many researchers and scholars who study motivation theory emphasize the relationship between interest and motivation (Schiefele, 1991. Schiefele and Csikszentimihalyi, 1993 cited in Oslen & Kirtman, 2002). Educationists like Dewey and Herbart developed philosophies that were based entirely upon the link between interest and education or interest as a necessary precursor for learning (Oslen & Kirtman, 2002). The connection definitely is a truism when exploring public attitudes toward teacher education.

CRISIS IN TEACHER EDUCATION IN NIGERIA

The crisis in teacher education in Nigeria has been subject of research (Nwagwu, 1998; Okoro, 1998; Riki, 1999, Obinaju, 1996; Ejiogu, 1991). These studies have actually focused on the practicing teachers themselves and their attitudes and perceptions toward their job. For instance, Ejiogu (1991) found that as a result of poor motivational strategies inherent in the teaching profession in Nigeria, most science teachers wish to leave the job for greener pastures. Riki (1999) found that impoverishing salary structure of teachers was partly responsible for the poor quality of English language teaching in many secondary schools in Nigeria. In a study of determine whether secondary school teachers were satisfied with their conditions of service, Onyishi (1999) ascertained that the teachers were not satisfied with their conditions of service as poor salaries and conditions of service were responsible for dissatisfaction with their jobs.

Research has also shown that there are still many unqualified teachers in Nigeria because the profession attracts low caliber personnel because of desertion and irregular resignations of qualified teachers (Nwagwu, 1998, Okoro, 1998). It was also found that given the option, 64.4% of those in the teaching profession would opt out of teaching job (obinaju 1996).

Despite the growing interest in teacher's attitude towards teaching profession in Nigeria, however, we are not well informed about the social determinants of public attitudes toward the teaching profession and how these factors have shaped long term trends in these attitudes. The present study attempts to reduce this gap by analyzing a series of nationwide surveys of public attitude toward the teaching profession conducted over several months. This study focuses on parents who often influence their children's choice of a course of study in the universities and prospective students who aspire to higher education.

There exist scores of studies reporting positive association between low morale, lack of job satisfaction, inadequate remuneration and lack of motivation and teachers' lack of confidence in the teaching profession (Nwagwu, 1998; Okoro 1998; and Afe 2002). Corey (1970) has advised that researchers and scholars who intend to investigate the reasons why teachers leave their jobs or remain there disgruntled and militant should approach their task with some sophistication. Nwagwu (1994), indicated that over 80% of studentteachers in Nigeria said they would not like to make teaching a life career even though they were interested in teaching as a profession. One of the less discussed reasons for the low morale and lack of motivation within the rank and file of Nigeria teachers is the belief by some politicians and government officials that anybody can teach. What is even worse is the degradation of the teaching job to an occupation for all comers. Even university administrators believe that those who are not good enough for specialized studies such as medicine, engineering and administration should be herded into the field. This situation seems to lend undue credence to Bernard Shaw's view that "He who can does, he who cannot teaches" (Afe 2002). When societal attitudes tend to confirm Shaw's indictment and ridicule the teaching profession, society pays a heavy price since teachers are pillars of any society because they produce scientists, politicians, industrialists, scholars, technicians, doctors and so on.

The teaching profession enjoyed good patronage at its inception in Nigeria in the mid 19th century. The teaching profession started during the advent of the Christian missionaries in Nigeria in 1843 when the need for a group of people to function as teachers in Christian Mission Schools became apparent. The Methodist Mission in Nigeria established the first known western type of educational institution in 1843 in Badagry. When the Christian Missionary Society (C.M.S) founded a teacher training institution in Abeokuta in 1958, with a student population of ten, the teaching profession became firmly established in Nigeria. The Wesleyan Methodist Missionary Society, the Southern Baptist Convention of U.S.A., the Roman Catholic Church and the Church Missionary Society were to follow suit by establishing other training schools for teachers. Thereafter, teacher training came into vogue and the products of these institutions were readily employed in the missionary schools. The need to achieve higher professional status in the teaching profession led to the establishment of Advanced Teacher Training Colleges and Colleges of Education in Nigeria between 1962 and 1968. The universities in Nigeria were to follow suit in the late 1960s and early 1970s by establishing faculties of education or institute of education for the training of teachers to meet the demand for teachers, not only in missionary schools but also in schools established by State and Federal Governments. Thus, the teaching profession became popular among Nigerian people. However, after independence in 1960, employment opportunities expanded for Nigerians which made the schools to lose many teachers to other better paying jobs. According to Aghenta (1998), the resultant shortage of teachers combining with other factors, such as teachers' militancy, forced the government to take over schools from voluntary agencies and missionaries in the late 1960s and early 1970s. However, government management of schools left much to be desired as myriad of problems began to creep into the school system.

Such problems include: poor remuneration, lack of promotion, low public image and lack of job satisfaction. While many teachers continued to desert the profession, many are retired prematurely due to government dwindling resources and the need to trim the work force to reduce government spending. Today, the teaching profess ion is no longer attractive to many Nigerians as it did in the 1960s and 1970s. This fever may be catching up with prospective university students many of whom would ration study other subjects or courses in the university than enroll in teacher education programme. In the *Vanguard* Newspapers of Thursday, March, 6th 2002, Edukugho, in an article titled; "Teaching: The job nobody wants anymore", lamented that, "Unlike in developed countries who appreciate, recognized and reward teachers, here in Nigeria, poverty, destitution, hunger, deprivation have been the lot of teachers. Their predicament is worse after retiring. Pensions and gratuity are unpaid, leaving them at the mercy of charity" (P.26)

PURPOSE OF THE STUDY

Despite the importance of teacher education in Nigeria, many empirical studies have focused on practicing teachers themselves while relatively few have actually focused on public perception of teacher education. Not much has been done on why parents no longer encourage their children to apply to study teacher education programmes in higher institutions.

Based on the above analysis, the purpose of the study, therefore, was to examine the factors responsible for lack of interest in teacher education programmes among parents and prospective university students. The study determined the factors influencing the sharp decline in admission request into faculties of education in Nigerian universities.

In order to find out the determinants of public attitudes toward teacher education, the following research questions were posed:

1. What are the factors influencing negative attitude toward teachers education in Nigeria?

2. Do parents and prospective university students differ in their view on the factors influencing negative attitudes toward teacher education?

METHODOLOGY

In order to find out the determinants of public attitudes toward teacher education, the survey research method was adopted. Detailed descriptions of the sample, data collection and analysis procedures follow.

POPULATION AND SAMPLE

The population for the study involved two key actors in the education sector in Nigeria. The first consisted of prospective university students who were final year senior secondary school students, which constituted the majority of applicants seeking admission into universities in Nigeria. The second consisted of parents of the final year senior secondary students. There were 1,038,364 final year students who sat for the senior secondary school certificate examination in May/June 2003 in Nigeria. The entire population of this study comes from the existing six geopolitical zones in Nigeria.

There are six geopolitical zones in Nigeria. In each geopolitical zone, a state was randomly selected through the use of table of random numbers. In each of the states, ten secondary schools were randomly selected through the use of balloting technique. A total of 60 schools were selected and used for the study. In each school, 25 students were randomly selected through the use of balloting technique, yielding a total of 1500 students. The parents of those students were also used for the study. On the whole, 3000 subjects (1500 students and 1500 parents) constituted the sample for the study. The choice of the parents is informed by the fact that, apart from the peer group and teachers who exercise great influence on the students, parents also have considerable influence on their children in making career choices. This is probably why in Nigeria today, there are families of lawyers, engineers, teachers, pharmacists, doctors and so on.

In a study to determine the influence of some selected variable on vocational choices among rural students in Illinois, United States of America, Westorm (1981), observed that parents exhibit profound influence on their children in career decision, though other adults and peers were perceived by students to have been more influential. Shertzer and Stone (1976) pointed out that the economic and occupation level of the home affect the vocational goal of youths.

In Nigeria, Olayinka (1983), Olutola (1986) and Okujagu (1992) noted that parents who are professionals encourage their children to aim at studying such courses leading to the professions while parents with some form of formal education and the illiterates would wish to train their children not only to make up for what they could not achieve, but motivated them to pursue career in the filed of laws, engineering, accounting no matter the interest and aptitude of these children.

INSTRUMENTS

This study's data based on responses of parents and prospective university students to the questionnaire titled "Parents and Prospective University Students' Attitude Toward Teacher Education in Nigerial (PPUSATTEN). PPUSATTEN is a 14-item questionnaire. The items in the questionnaire were derived from a review of literature in journals, magazine and Nigeria newspapers. The items in the questionnaire sought to find out parents' and prospective university students' attitude toward teacher education in Nigeria. The items were measured by four ordinal categories of agree, strongly agree, disagree and strongly disagree. The response scale is such that the highest number '4' indicates a strong agreement, while the least number '1' indicates a strong disagreement. Three professors in the Faculty of Education of theUniversity of Benin certified the validity of the instrument after initial observations and corrections were used to ensured face and content validity. The instrument was pilot-tested by using 30 senior secondary school final year students, though part of the target population but was not used in the study. The test -retest method together with Cronbach Alpha formula was used to test the reliability of the instruments and this yielded a value of 0.71.

DATA COLLECTION

30 trained field personnel administered the questionnaire. In each zone, 5 field assistant who are themselves teachers selected from the sampled schools were gathered in a centrally located area within the zone, and were trained by the researcher. These research assistant helped in the distribution of questionnaire. On the whole, 95% return rate, which was 1425 parents, and 1425 prospective students, was achieved. The respondents cut across all facets of human endeavours in all the six geographical zones. The educational qualification of parerts/ respondents showed that 1.5 percent had doctorate degrees, 9.2 percent had masters' degree, 35 percent had bachelors' degrees and equivalent qualifications and 9.1 percent were illiterates. Also, 7.1 percent had the primary school leaving certificate; about 38.1 percent had the general certificate of education and its equivalent.

The occupational distribution of the parents/respondents is as follows, civil servants, professionals, military and police officers, traders, artisan, housewives and the unemployed. On the whole.

DATA ANALYSIS

The data obtained were analyzed using means, standard deviation and t-test.

FINDINGS

Hypothesis: There is no significant difference between the response of students and parents on the factors responsible for negative attitude towards teacher education.

Table – 1

Calculated-test Values on the Differences Between Parents' and Students' View

S N	ITEMS	N1	X1	SD1	N2	X2	SD2	Calculated t-test values
1.	Teachers are accorded Low social status	1425	2.64	0.62	1425	3.52	0.78	0.13
2.	There is no self-satisfaction in teaching	1425	1.59	0.86	1425	1.54	0.82	0.04
3.	Teachers are well recognized	1425	1.99	0.90	1425	1.97	0.87	0.02
4.	Teaching in Nigeria involves working in depressing environment	1425	3.17	1.21	1425	3.54	0.68	0.27
5.	Teachers are poorly paid	1425	3.47	0.60	1425	3.58	0.64	0.13
6.	Teachers are not regularly promoted	1425	3.27	0.80	1425	3.24	0.88	0.02
7.	Teachers in Nigeria are not regularly paid their salaries	1425	3.32	0.96	1425	3.47	0.60	0.12
8.	Teaching is interesting to me	1425	2.17	1.02	1425	2.12	1.04	0.03
9.	Teachers are not given loans for housing and vehicles	1425	3.48	0.99	1425	3.14	0.83	0.84
10.	There is no opportunity for continuous career-long self-improvement in teaching in Nigeria	1425	1.74	1.31	1425	2.01	1.00	0.37
11.	Everybody in teacher education looks forward to leaving it for more lucrative professional courses.	1425	3.33	0.74	1425	3.37	0.73	0.04
12.	I like teaching job	1425	2.17	0.93	1425	2.09	0.98	0.06

13.	Nigerian teachers lack self-confidence	1425	2.69	1.12	1425	2.68	1.14	0.01
14.	I will encourage others to register in teacher education programme	1425	3.70	0.66	1425	3.75	0.59	0.06
15.	I will encourage my children to study a programme in teacher education	1425	1.97	0.78	1425	1.88	0.80	0.12

N1 = Number of prospective students N2 = Number of parents

Table 1 indicates that the calculated t-test values were less than the criterion values of 1.60 at .05 level of significance. Thus there is no significant difference between the response of prospective university students and their parents. Table 1 also shows that both the parents and prospective university students have negative attitude toward teacher education in Nigeria. The results showed that low social status accorded teachers, lack of self-satisfaction, working in depressing environment, poor remuneration, lack of regular promotion and irregular teachers salaries were the factors influencing the negative public attitudes toward teacher education in Nigeria. Lack of loans for housing vehicles and furniture, and lack of self-confidence of Nigerian teachers before other professionals were also found to have negative influence on teacher education in Nigeria.

DISCUSSION OF RESULTS AND IMPLICATIONS

The analysis of date on the variables influencing public attitudes toward teacher education shows that the low social status accorded teachers, the depressing environment under which teachers work, lack of regular promotion, lack of loans to build houses and buy vehicles, and irregular salaries were significant factors which influenced negative attitude of public towards teacher education in Nigeria. These findings are consistent with those of Okoro (1998); Onyishi (1999); Riki (1999);

and Afe (2002) which indicated that Nigerian teachers do not only have low social status but also their conditions of service are poor, and they work in un-conducive school environment.

This study also found that most of the respondents would not seek a teaching job and that they would rather discourage others to enroll in teacher education programme. This is a clear indication that students would rather seek jobs other than teaching jobs when they eventually graduate and that their parents may not even encourage them to look for a teaching job. The implication of the above findings to the Nigerian education system is that, even if members of the public get a teaching job out of necessity, they may opt out at the slightest opportunity of getting more lucrative endeavours. A former teacher who left the profession in 1995 publicly stated in the **Vanguard Newspapers** of Thursday, March 16, 2003 that he regretted being a teacher. Hear him:

> *By the time I was leaving, the situation of teachers was very pathetic. Salary was not being paid as when due. To survive was an herculean task. I relied solely on the school's co-operative and credit society to feed. It was better imagine than experience the ordeal.*

One may wonder if any right thinking prospective student would make teaching a career choice after reading such lamentation in a newspaper, except for the interest of the job. But the interest of the job may not be enough to sustain public interest in the teaching profession. Schiefele (1991) has highlighted the relationship between interest and motivation and their link with effort in education. He found that many teachers spoke of their personal interests and hobbies and described ways in which those interests coveraged with attitudes towards their professional practice. Psychologists have linked personal interest to man's quest to satisfy some basic needs. These basic needs are the needs for food, shelter and clothing. These are essential human needs that serve as motivation for human behaviour. Motivation initiates, sustains, and directs behaviour toward a goal. In discussing motivation, one cannot ignore incentive, which is an important determinant of behaviour. Incentive sometimes refers simply to the object that satisfied the motive. In this sense, incentive is an environmental and an external element that stimulates a drive in the direction of a goal. Furthermore, the needs for self-esteem, self-actualization, and security seem to motivate behaviour in their own right.

The import of this is that motivating conditions is necessary ingredients in a work place. This study has shown that the various governments in Nigeria, be they states, local and federal, are yet to put in place conditions of service in the teaching profession that would attract the right caliber of people to the classroom. Teachers in Nigeria need adequate pay packet which must be regular, good working environment, loans for housing or adequate rent subsidy, and regular promotion that would put them in good stead to meet their basic needs and to satisfy the need for self-esteem and self-actualization. There is no doubt that adequate remuneration, regular payment of salaries and other benefits, regular promotion, pleasant working environments and high social status are closely related to job motivation (Obinaju, 1996).

Table 1 also found that, though most respondents like teaching jobs, they would rather encourage others to enroll in teacher education programme. This is a clear indication that parents and prospective teacher education students in Nigeria may have soft spot for teacher education but due to poor working conditions, low social status accorded teachers, and other factors, graduates of secondary schools will continue to avoid teacher education like the plague. Also, their parents may not encourage them to enroll in teacher education for the same reasons. The implication of the above findings is that in some years to come, secondary schools in Nigeria may experience shortage of qualified secondary schools teachers. Again, secondary schools in Nigeria may witness influx of unqualified teachers as those graduates from other fields will eventually find their way into teaching for lack of other satisfying jobs. At the slightest opportunity, these groups of teaches may opt for more lucrative jobs.

Since parents and teachers have exhibited negative attitude toward teacher education, Nigeria universities will continue to contend with low demand for teacher education programmes among prospective students.

RECOMMENDATIONS

This study has indicated the factors influencing negative public attitudes towards teacher education in Nigeria. It is therefore appropriate to recommend the following:

1. There is a need for the government to revitalize and reinvigorate the teaching profession in Nigeria by eliminating the factors found in this study to influence negative attitude of the Nigerian public to teacher education.
2. Serving teachers should mount vigorous campaign to fight against the devaluation of teachers and the teaching profession.
3. The Nigerian government and the public should emulate the develop countries who appreciate, recognize and reward teachers adequately.

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APPENDIX A

Mean and Standard Deviation of Students' view on factors Influencing Public Attitude toward Teacher Education.

SN	ITEMS	SA	A	D	SD	X	SD	DECISION
1.	Teachers are accorded Low social status	1060	325	75	25	2.64	0.62	Agree
2.	There is no self-satisfaction in teaching	100	70	461	869	1.59	0.86	Disagree
3.	Teachers are well recognized	163	85	751	426	1.99	0.90	Disagree
4.	Teaching in Nigeria involves working in depressing environment	923	509	13	55	3.17	1.21	Agree
5.	Teachers are poorly paid	775	681	24	20	3.47	0.60	Agree
6.	Teachers are not regularly promoted	705	635	35	125	3.27	0.86	Agree
7.	Teachers in Nigeria are not regularly paid their salaries	839	478	08	175	3.32	0.96	Agree
8.	Teaching is interesting to me	205	275	505	440	2.17	1.02	Disagree
9.	Teachers are not given loans for housing and vehicles	839	439	45	102	3.34	0.86	Agree
10.	There is no opportunity for continuous career-long self-improvement in teaching in Nigeria	197	155	600	548	1.74	1.31	Disagree
11.	Everybody in teacher education looks forward to leaving it for more lucrative professional courses.	700	650	100	50	3.33	0.74	Agree

12.	I like teaching job	190	200	675	355	2.17	0.94	Disagree
13.	Nigerian teachers lack self-confidence	459	465	238	338	2.69	1.12	Agree
14.	I will encourage others to register in teacher education programme	1200	200	65	35	3.70	0.66	Agree
15.	I will encourage my children to study a programme in teacher education	89	149	718	469	1.91	0.78	Disagree

APPENDIX B

Mean and Standard Deviation of Parents' view on factors Influencing Public Attitude Toward Teacher Education.

S N	ITEMS	SA	A	D	SD	X	SD	DECISION
1.	Teachers are accorded Low social status	995	350	100	55	3.52	0.78	Agree
2.	There is no self-satisfaction in teaching	90	40	470	900	1.54	0.82	Disagree
3.	Teachers are well recognized	150	97	737	441	1.97	0.89	Disagree
4.	Teaching in Nigeria involves working in depressing environment	917	523	10	50	3.54	0.68	Agree
5.	Teachers are poorly paid	804	637	30	29	3.58	0.64	Agree
6.	Teachers are not regularly promoted	693	640	39	128	3.24	0.88	Agree
7.	Teachers in Nigeria are not regularly paid their salaries	841	350	209	100	3.29	0.93	Agree
8.	Teaching is interesting to me	197	275	497	456	2.12	1.04	Disagree
9.	Teachers are not given loans for housing and vehicles	759	509	57	100	3.35	0.85	Agree
10.	There is no opportunity for continuous career-long self-improvement in teaching in Nigeria	200	163	593	544	2.01	1.00	Disagree
11.	Everybody in teacher education looks forward to leaving it for more lucrative professional courses.	730	634	90	41	3.37	0.73	Agree

12.	I like teaching job	204	140	660	457	2.09	0.98	Disagree
13.	Nigerian teachers lack self-confidence	463	445	241	351	2.68	1.14	Agree
14.	I will encourage others to register in teacher education programme	1209	183	69	39	3.75	0.59	Agree
15.	I will encourage my children to study a programme in teacher education	75	150	730	470	1.88	0.80	Disagree

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IMPLICATION OF ANXIETY ON LEARNING

By

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ABSTRACT

Human beings are social by nature. Their existence is marked by interaction with one another. The nature of communication and interplay is detemined by many factors, environment being the most dominant. A harmonious intercourse leads to satisfaction while dissatisfaction causes disorder. In day to day life, people come across a number of experiences and situations which mark a deep effect on their physiological and psychological behaviour. The response to these experiences ranges from pleasant to unpleasant. While the former response is a welcome approach and indicates the healthy attitude of the society, the latter causes a number of psychologial problems, the manifestations of which is stress and anxiety. Ironically, the effect of anxiety is not restricted to the individual who overtly suffers from it. It is a fission process, intensifying as it spreads out. In an educational set up students uffer considerable amount of anxiety. It may be because of general environment prevailing at their homes, the learning conditions at school or influence of friends and peers. Coping successfully with anxiety is ideal, but if that does not happen then the effects are frustrating not only for a particular pupil but for all those who come into contact with him. It is therefore, imperative to understand anxiety, its causes and its effects on students and develop techniques so as to keep it at a moderate level. The collective efforts of the teachers and parents can make the environment congenial and bring about changes in the behaviour of pupils.

OBJECTIVES

The following are the objectives of the study:

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i. To discuss the concept of anxiety.
ii. To determine cause and effects of anxiety on students.
iii. To highlight the role of teachers and parents in bringing changes in the behaviour of pupils.
iv. To offer suggestions for reducing anxiety.

Anxiety arises because of dangers, fear, changes in life patterns and conflicts. According to Friedman (1974), the major characteristics of anxious people are that they display an intense sense of urgency, a hostile behaviour, a strong need for achievement and a tendency to do several things at a time. Anxiety in an educational setting is considered both a positive and negative stressor for learning. It moderate, it improves learning and in case of acute anxiety it hinders efforts. Its continuous and constant presence causes serious physiological and psychological problems and results into maladjustment in the society. The excessive trend of smoking among students, insomnia (sleeplessness) avoidance of challenging tasks, lack of response to the instructional methods and withdrawal from schools are some of the indicators of anxiety. There is a dire need for understanding this psychological problem. Parents, teachers and if required, the psychologists must make an endeavor to evolve a strategy to keep the level of students' anxiety to desired level. Although most of the parents, teachers and school administrators themselves experience anxiety, this paper focuses on the problem of anxiety among the students only.

Anxiety has been defined by the noted psychologists as:

a. Lindgren (1953) defines anxiety as vague, persistent and pervasive emotion, characterized by a feeling of disorganization, inadequacy, or helplessness as to the individual's capacity to cope with himself.
b. Newmans (1983) are of the opinion that anxiety is a feeling of intense and painful apprehension, worry and fear. It is often accompanied by physical sins, doubts about the nature and reality of what is threatening and doubt about self.

c. According to May (1983) anxiety is the apprehension cued off by a threat to some value that an individual holds essentials to his existence as a personality. The threat maybe physical (threat of death), or to psychological existence ((loss of freedom) or the threat may be to some other value that one identifies with one's existence) love of another person), etc.

Keeping the above-mentioned definitions in view, anxiety can be defined as the fear of some unknown consequences generated by any physical or psychological phenomenon.

KINDS OF ANXIETY

According to Sigmund Freud, the human personality is a composite of three facets i.e. Id (instinctive desire), ego and super ego. He is of the opinion that anxiety arises by a danger signal to the ego resulting is not state of disequilibrium. Anxiety is of three types: neurotic, reality and moralistic. Neurotic anxiety is caused by the repressed emotional energy in Id. This is free floating energy in which individuals are always afraid of something, though they often do not know what. This fear lies below the conscious level. Reality anxiety is the second type that is caused primarily by actual events going around us and operates at the ego level. A teacher who gives students a hard time while teaching may cause this type of anxiety. The third type is moralistic anxiety which comes from punitive measures and guilt aroused by super ego.

The individuals suffer from varied degree of anxiety and different symptoms are observed during this period. Lendgren (1953) opines that physical symptoms of anxiety may be such as headache, fatigue, stomach upset, diarrhea, sweating, trembling, rapid breathing, muscle tension, rapid heart beating and high blood pressure, etc.

The educators can recognize anxiety among the students easily keeping in view its symptoms, but find it difficult to deal with the problem of school anxiety. Various theories have been advanced to explain the phenomenon of anxiety. To understand anxiety in its true perspective, it seems imperative to know its characteristics. Selye (1983) has mentioned following characteristics of anxiety:

a. Anxiety is considered a learnable reaction, which has the properties of response, a cue of danger and a drive.
b. Anxiety is internal fear being aroused by the memory of a painful past experience associated with punishment for gratification of an impulse.
c. Anxiety in the classroom interferes with learning.
d. Test anxiety is experienced by all.
e. Anxiety disrupts and distracts most kinds of thinking.

Anxiety has far-reaching effects on the mental and physical health of the students and also affects their learning. These effects are positive as well as adverse depending upon the degree of anxiety. Some of the effects are:

a. The nature of the effects of anxiety depends upon the level of the difficulty of the learning tasks. Newmans (1983) are of the opinion that anxiety helps if the learning task is simple and it hurts in case of complicated task. Besides, high level of anxiety hinders the learning process. Highly anxious students are unable to pay attention to their class instruction and are easily distracted. They often focus on irrelevancies such as the performance of othersand failures etc. Students with test anxiety usually complain that they choke up or block and their minds go blank. They apprehend that they will not be able to recall whatever memorized knowledge they have. Resultantly they begin to sweat profusely, feel intense thirst and even some times become oblivion of their immediate environment.
b. According to the findings of the Society of Research in Child Development America, there is a negative relationship between anxiety and test performance. However, research suggests that very bright students can

minimize the negative effects of anxiety where as the dull ones do badly with or without anxiety?

c. A study conducted to see the effects of anxiety on students suggests following generalizations:

    i. The performance of students is related to their response to the test situation. If a student is anxious while taking the test and considers the test as important, he/she is likely to perform poorly on the test as important, he/ she is likely to perform poorly on the test than the one who is less anxious.
    ii. There is a negative relationship between level of ability and level of anxiety. Weak students tend to be more anxious when facing a test.
    iii. Extreme degrees of anxiety are likely to inference with test performance, where as mild degree of anxiety facilities test performance.
    iv. The more familiar a student is with test of a particular type, the less likely he/she to suffer extreme anxiety.
    v. Test anxiety can enhance learning if it is distributed at a relatively low level throughout a course of instruction rather than concentrating at a relatively high level just prior or during the test.

d. Davidoff (1987) has quoted Folkman saying that anxiety often compromises health when persists over a long period of time. The anxiety causes real tissue damage and real suffering. Scientists are of the view that diseases like hypertension, high blood pressure, heart diseases including fatal heart attacks and even cancer can be caused by persistent anxiety.

The extreme degree of anxiety is very harmful for the students and there is a need to control its level. The knowledge of the factors that induce anxiety would definitely help in striking a solution to this problem. Factors that make the students anxious are generally grouped into three broad areas i.e. students personal concerns, home atmosphere and school environments.

PERSONAL CONCERNS OF STUDENTS

Some time students' self-concerns may induce anxiety. For example:

1. In our society it is the parents who generally set goals for the students without onsidering their abilities and interests. If the elders set goals for students that are too difficult to accomplish or the school environment does not permit the students to achieve, anxiety arises.
2. Some students, who have high IQ but come from low socio-economic environment, may develop a feeling of anxiety due to the non-availability of enough opportunities to match their self-concern with the self-esteem.
3. A few students become anxious whenever the parents do not praise their good work for performance.
4. It may be frustrating for some students if they become unable to adjust to school or home environment.
5. Sometimes parents' lack of confidence in the competence and ability of the students also result into students' anxiety.
6. One of the most potent sources of axiety among students is self-generated fear of failure.
7. The students generally put things off and do not complete their school work daily. This pilling up of the task also results in high anxiety.
8. The students generally do not share their worries and problems with their parents and teachers. They keep the things to themselves which raises the level of anxiety.

HOME CONDITIONS

Parenting is a very demanding and difficult job. The parents are not only responsible for the raring of the children but also for their proper grooming. Horney (1966) is of the opinion that parents, who fail to provide proper environment for their children, create feeling of anxiety. In our society, factors such as joint family system, large size of the family, polygamy, lack of education of parents, erratic behaviour of the parents, lack of respect of students' individual needs and lack of real guidance from parents generate feelings of anxiety. The studies show that anxiety can also emerge by the factors like severe marital discord among parents, lack of concern of parents for children, endless comparison and ranking by parents, and when the family itself is under stress.

SCHOOL ENVIRONMENT

The prevailing conditions in most of the schools raise the level of stress and anxiety among students. The teacher and even the school administrators lack basic knowledge about the students' psychology. The way our tests and examinations are being conducted and the teachers in our schools publicize the results of evaluation raise the level of anxiety among students. Sometimes, due to the erratic behaviour of a teacher, students develop fear of him or fear of the subject that he teaches, eventually turning into the generalized fear of the school setting.

RECOMMENDATIONS FOR REDUCING ANXIETY

Different psychologists have suggested a number of measures to reduce anxiety. Sigmund Freud is one of them who has suggested the use of ego defense mechanism for keeping anxiety at the desired level. However, in view of our environments, a few practical recommendations are being suggested to make the level of anxiety and learning compatible:

a. Guidance and counselling services be introduced in the schools to help the students take decisions that match their abilities and interests.
b. The schools environments should be improved by providing required training to the teachers and administrators.

c. The parents to accept the responsibility for maintaining a suitable level of health by ensuring the availability of such important needs as proper food, sufficient physical activities and balancing students' work with play etc. Fontana (1988) suggests that students must get time for jogging and playing.

d. The parents as well as teachers must ensure proper budgeting of the time of students. Students on the other hand should make a routine to evaluate their activities at the end of the day. Parents must feel concerned and spend some time with their children at the end of the day for an evaluation of events. This practice would help students to overcome undesired practices, hence reduce anxiety.

e. The students may be taught to develop a habit of doing something for others. When a student helps others in their attempt of relieving themselves of anxiety or stress, he in the process reduces his own anxiety level. For example older students who have reading problem improve in their own reading ability when they assist the young ones with the same problem.

f. It has been experienced that those students who tend to keep things to themselves develop more anxiety. Sometimes discussing problems with parents, teachers or even classmates helps see things in a totally changed and different perspective. Therefore parents and teachers should encourage students to engage in this practice.

g. By intense research it has been supported that students who are better in academic skills are less anxious. So parents and teachers should encourage students to acquire better academic skills and eliminate academic weaknesses.

h. Selye (1974) suggests that student should be encouraged to analyze their problems rationally and strike a solution. The problem solver is likely to make plus, strengthen resources and eliminate his weaknesses.

i. Constructive anxiety in the right amount is challenging and promotes level of motivation. It develops positive thinking process towards task completion. Students should be encouraged to consider anxiety in its true perspective and made to recognize it as a natural phenomenon of life.

CONCLUSION

The high amount of anxiety among students is not a healthy sign and needs efforts from all quarters for its control and restraint. If allowed to prolong indefinitely, serious psychological problems will be caused. It is incumbent upon teachers and parents to make sincere endeavors not to let anxiety soar beyond the level of tolerance. Congenial atmosphere at home and good leaning environment at school can help considerably a pupil to manage his affairs in a happy and harmonious way. Peers and friend can also help reduce anxiety but then great care must be taken with regard to selection of company. For this matter the parents and teachers can play a very effective role. An over anxious student is a source of permanent agony for all associates, while the one having a tolerable level of anxiety is an asset for the society. The factors causing anxiety like the examinations, school administration and environment of competition must be dealt with intelligently and dexterously. Mishandling or overlooking anxiety as a superfluous phenomenon may lead to serious problems for students and the school administration. Concurrently great care must also be taken to keep the level of anxiety at a normal level because it helps and facilitates the process of learning.

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IMPORTANCE OF VOCATIONAL TRAINING IN THE REHABILITATION OF DISABLED PERSONS

By

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Dr. Muhammad Ramzan**

Mrs. Rubina Mahmood***

OBJECTIVES

The study is meant to achieve the following objectives;

1. *To explain and analyze the existing situation of vocational training for rehabilitation of persons with disabilities in Pakistan.*
2. *To create awareness about the need of vocational training*
3. *To propose pre-requisite to streamline the activities for vocational training.*
4. *To give recommendations for vocational rehabilitation of persons with disabilities*

The population of Pakistan by the end of 2003 as projected by NIPS (2002) in the light of different population growth scenarios would be 150 million. The population of disabled persons thus has become 3.73 million if calculated on the basis of National Census Report of 1998, which estimated disabilities of the total population 2.49% reported cases of persons with disabilities. Grouping of the above 3.73 million (37 lac 30 thousand) into indicated % of age specific age group and their estimated level of need may be as follow;

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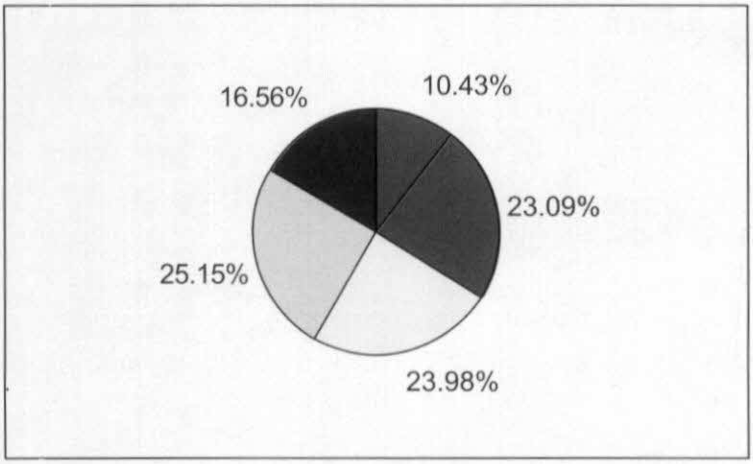
Age	% of Persons	Number (in Lac)
- Children under five who require some form of support, as will their families	10.43%	(389039)
- Children 5-14 who require some sort of support, as will their families	23.09%	(861257)
- Young people up to the age of 29 who need further education, training and employment opportunity	23.98%	(894454)
- Disabled adults requiring retraining and other welfare support and assistance	25.15%	(938095)
- The disabled senior citizens requiring more special facilities	16.56%	(617688)



SIGNIFICANCE

Self-reliance is the highest priority of all the nations. As such, contribution of every individual in economy for well being of the society is given prime importance. A country like Pakistan where per capita income in the year 2000 – 01 was US $ 495(GOP, UNFPA 2003) cannot ignore 2.73 million people to furnish their responsibility in nation building as productive useful members, who either temporarily or permanently fall outside traditional norms due to physical appearance, physical, intellectual emotional or behaviour capacity. Many of these individuals seek assistance from professionals who through specialized system of services concentrate on helping them to promote their abilities to participate actively in the society and to enter skill fully in the mainstream of job market. This process of helping and training according to one's abilities and aptitude, is called vocational training.

The vocational training enables disabled persons to get and retain employments suited to their abilities; and improve their physical, psycho-social and vocational skills promoting to mainstreaming of persons with disability into the society. According to Stewart (1985);

> "Rehabilitation aims at helping the patient achieve maximum possible physical and psychological fitness and regain the ability to care for himself/herself. It offers assistance with the learning or relearning of skills required in routine activities, with occupational training as well as with psychological re-adjustment".

The ultimate purpose of vocational training is integration and rehabilitation of disabled persons into the community. It comprises a series of training for occupational independence including career education, vocational training, placement, adjustment, retraining and coordination along-with other rehabilitation activities such as medical rehabilitation and social rehabilitation etc. etc.

The vocational training has significance because it promotes:

- Physical acceptability (Interpersonal magnetism)
- Development of appropriate behaviour
- Independence
- Self-sufficiency

- Productivity
- Competitiveness
- Achieving of status or acceptable quality of life
- Contribute to common goodwill of society

Vocational training of people with disability, therefore, encompasses a wide range of positive creative activities, from the treatment of symptoms to the development of friendly living environment. Such services promote conducive atmosphere in which people having disability can easily interact with normal people as well as share their knowledge, skills, experience and professional expertise, which would ultimately help them to adjust in the job market. In this context this paper will help to sensitize concerned policy makers, professionals and business community to extend concentrated coordinated efforts in such a way that the persons regarded as burden on the society, may become self-reliant productive and useful citizens of Pakistan.

The joint efforts of public and private sectors by organizing vocational training can facilitate the disabled persons to develop their potential for vocational skills according to job market demands and play their constructive roles for prosperity of the nation.

Owing to commendable role being played by NGOs in this regard, it looks appropriate to point out that government has yet to play a vital role towards arranging training, locating and creating job opportunities for up bringing of PWD. Government's due attention and contribution can accelerate efforts of private sector in launching Vocational Training Programme either at basic, advanced, and re-developmental level.

A lot of hardwork and sincere efforts are required to develop and launch effective vocational rehabilitation programmes for disabled persons at district, tehsil and union council level as well as at special education centers already offering such programmes by involving local community/districts government and NGOs working for vocational training and rehabilitation of persons having disability. Each step or phase of vocational training programme demands careful consideration from all perspectives. These phases include:

1. Forming & Improving the planning team
2. Identifying clients' career developing needs
3. Designing the career development programmes
4. Resources Allocation
5. Financing and Budgeting
6. Implementing the programmes
7. Monitoring and Supervision
8. Evaluating / follow up and
9. Sustainability

Success of each phase of the programme depends upon sincere collaborative efforts of the organizational team. By sharing knowledge and experiences towards their commitment they may help to develop and improve the vocational skills of prospective workers having disability by helping them in promoting their work skill that make them more employable. The organizational set up either public or private must have close collaboration with all the stakeholders particularly with employer communities and may be responsible for providing services in accordance with employment, industrial trends and technical advancement, however, individual concerns of disabled persons be given weightage. In this context the organizers have to look after each individual's work experience, aptitude, attitude and suitable working conditions according to nature and type of disability. There are many researches through which the researchers have proved that in behavioral, social, education and allied areas principles of rehabilitation are similar throughout a wide range of disabilities therefore, these services may be offered systematically and must be available to all disabled person.

NEED OF VOCATIONAL TRAINING

Vocational training responds to what, where, why, how and to know what other factors affect work, job or employment related capabilities therefore vocational training includes;

i **Pre-vocational skills like:**
Stamina, general health, status, motor coordination, physical limitation, education, experience and intellectual characteristics

ii **Job seeking skills such as:**
Job finding, sources of job information, preparation for job and proper submission of application

iii **Interview skills, which include:**
Proper presentation, personal hygiene, decision-making and confidence building

iv **Job related skills comprise:**
Vocational training, aptitude, intellectual characteristics

v **Work performance skills are:**
Frustration tolerance, trust, motivation, attention span

vi **On the job social skills develop:**
Cooperation, vocational functional respect, interests and Values

vii **Social security skills create:**
Awareness about legislation, social security, working environment and other fringe benefits

viii **Place-ability includes:**
Adjustability, flexibility, cooperation, tolerance

Vocational training is directed towards continuous development which concentrate on increasing the above-mentioned strengths of persons having disabilities so that they can achieve their maximum potential for independent living and choosing meaningful careers. There are various vocational rehabilitation models operating worldwide. It is not possible and even looks irrelevant to discuss each model in this paper. However, following two key components are the crux of all models:

(i) The promotion of interventions, which are aimed at helping individuals develop or re-learn skills and role competencies.
(ii) Modifications to the social and physical environment in-order to preserve or enhance functioning in-spite of continuing disabilities.

We are well aware that each individual is a part of many different, but interrelated, ecosystems. Environmental factors influence individual's physical, psychological, occupational, socio -environmental attitude, feelings and aptitude and individuals characteristics influence environmental factors. Vocational training help facilitate conducive working environment.

The extensive purpose of this paper is to analyze existing situation and to recommend a framework for desirable vocational trainings and rehabilitation practice. However, in certain settings this may not fit and may create some conflict, therefore related professionals are suggested to overcome such conflicts through discussion with colleagues and using innovative related approaches. Obviously, it may be resolved keeping in view individual's conscious awareness, self-concept and motivation.

SITUATION ANALYSIS

Vocational training facilities at present are very limited to meet the requirements of persons with disabilities in both private and public sectors. Apart from the pioneer work done by the NGOs in this regard.

The National Training Centers for special persons at Lahore, Peshawar, Quetta; Centers for vocational rehabilitation and employment of disabled persons at Karachi, Lahore and Gujrat working under the umbrella of Directorate General of Special Education. National Trust for Disabled is also offering pre-vocational training facilities at Mianwali, Naushehro Feroz and Karachi along-with provision of rehabilitation services, education artificial limbs, training of volunteer and dissemination of information. The vocational and rehabilitation services provided under the umbrella of Directorate General of Special Education, National Council for the Rehabilitation of Disabled Persons and a project named Vocational Rehabilitation and Employment of Disabled Persons in collaboration with ILO/UNDP have also contributed reasonably within their organizational structure and financial resources. However, existing network of training institutes, established for vocational training of PWD either by government and private sector hardly meet the country's demand. The young people upto the age of 29 who need training comprised about 24% and those who need retraining are 25% of the total population of disabled persons. All the above-mentioned provisions could hardly provide vocational training to the 0.5% of this deserving segment of people with disability, realizing this situation, the government of Pakistan has, proposed the following training packages:

- Establishment of sheltered and integrated workshops at provincial level.
- Establishment of vocational training centers at district level.
- Utilization of vocational training programmes administered by the federal, provincial, district government and by NGOs.
- Linkage with relevant government and non-government establishments for the utilization of their facilities by persons with disabilities.

Apart from the above, there is no systematic needs assessment of each market so that the services may be tailored to meet these needs or revised accordingly. Personal relationships are not maintained with key market representatives by staff of the vocational training centers and no serious effort of continuous market research is conducted to locate the employer who are in hiring mood; what would be the future hiring trends or projections; identification of relevant occupations in demand and so on. This type of survey may channelize the supply and demand of PWD in the job market. There is no authentic data on:

i) The present number of disabled persons who are occupationally/vocationally trained.
ii) The capacity of present special vocational training center and other training facilities being provided to disabled persons.
iii) The needs of industry and commerce for the vocational rehabilitation of disabled persons.

A database may be developed for employers, employees and other elated to check the input and output for resources coordination. The information or awareness about job opportunities and available trained manpower may be disseminated. Such database may bridge the gaps between labor market and emerging trends for employment or human resources development and human resources utilization. This may help control the wastage of resource.

Although legislation is there even then majority of the industries are not providing jobs to the people with disability (PWD). Physically disabled persons are first to choose if employment opportunities are opened up to the disabled. Hearing impaired/Visually handicapped and people with developmental disabilities are the least acceptable for the jobs. Thus there is mix feeling of employer's satisfaction about performance of PWD. On the other hand most of the PWD do not apply for job as they think that disabled persons are not perceived as trained workers according to requirements of the job market.

CONCLUSIONS AND RECOMMENDATIONS

This is an era of science and technology. Information and communication technology (ICT) and assistive technology can play an important role for facilitating and creating awareness about vocational training and rehabilitation. Use of information technology and assistive technology need to be enhanced by involving relevant organizations. Training in use of technology, its maintenance and knowledge of alternate uses may open new venues and approaches of vocational training and rehabilitation for PWD. Employers be motivated to promote provisions for the use of latest assistive devices, tools and equipment, to facilitate access of persons with disabilities to the production units to prove their worth through training in open market. This generous contribution may enable them to gain and maintain employment.

A directory of the available vocational rehabilitation services in the country may be prepared to facilitate persons with disabilities and other interested employer.

Outreach programmes be initiated by involving NGOs, and other local and international donor agencies to extend vocational rehabilitation services to remote areas of the country. The programmes like "Vocational Rehabilitation and Employment of Disabled Persons with Community Participation (VREDP)" be replicated in the urban and semi-urban areas for the benefits of persons with disabilities. In this regard Allama Iqbal Open University (AIOU) may contribute tremendously through its Department of Special Education and commendable outreach system. Institute of Educational Technology (IET) at AIOU has the capacity to prepare video/audio material of good quality as a study package of vocational training for PWD. For this purpose government of Pakistan or any other donor agency may extend professional and financial support. The training courses developed for PWD be made easily accessible and available on audio videocassettes and CDs.

Disabled persons employment and rehabilitation ordinance 1981, which reserves one percent quota for PWD be implemented in letter & spirit. Moreover this quota be increased to 4% as earmarked in the National Policy for the persons with Disabilities 2002. The penalty clauses of crediting a specified amount each month to National Council for the Rehabilitation of Disabled Persons in lieu of employing a disabled person need reconsideration according to the principles laid down in the relevant articles of the Convention 159. Exemption in any case may not be allowed.

Instead this enterprises employing workers with disabilities be given incentives, financial assistance and exclusive contracts or priority production rights by the government as part of the policy to promote gainful employment of persons with disabilities. In view of minimal opportunities for employment in the open market, alternate arrangements for gainful engagement of disabled persons be made. Special schemes be launched and existing programmes be strengthened in the area of self-employment. Persons with disabilities be provided financial and environmental support for attaining economic independence through self-employment. Agencies like Pakistan Bait-ul-Mal, Central Zakat Administration, Khush-Hali Bank or financing units and national and international organization be associated to provide financial support through micro-credit schemes, for self-employment and other such programmes.

The enterprise agencies may be persuaded for establishing units of sheltered or supported employment as part of larger industrial units or as independent establishments. The PWD may be easily accommodated after completing desired level of initial training at the industrial unit where they are acquainted with the occupational requirements or gone through apprenticeship.

A broad and comprehensive need assessment for vocational training be made to accommodate people of each disability. For this purpose training package be based on the assessment of individual needs, aptitude, choice of occupation environment attitude and personal autonomy; the process of continuity and up-dating skills be built in such vocational training packages.

Awareness campaign be launched to introduce potential of all types of disabled people to the job market. Particular efforts may be made to develop saleable skills in visually impaired, speech and hearing impaired and persons with developmental disabilities so that they may not be ignored and their equal share in the job market may be procured through continuity in updating their skills.

The perceptions of employer that PWD cannot perform at the pace non-handicapped do need to be changed. A pilot project should be launched to build up this confidence through well-planned demonstration of extra-ordinary capabilities of the disabled on highly selective and suitable technical jobs. For this purpose reserved fund allocation may be used.

Just to conclude the discussion it would be appropriate to suggest that there may an action plan for vocational training and rehabilitation of the persons having disabilities that must emphasize on:

- Networking of Resources (Human and Financial)
- Multi-Disciplinary Approach (involvement of multi professional responsible for rehabilitation of PWD)
- Training of Personnel as per Demand
- Resources Mobilization
- Use of Media
- Manufacturing and Use of Assistive Technology
- Extension of Facilities (Health, Education, Training, Client/Parents Guidance and Counseling, Jobs, and follow up)
- Community Participation
- Legislative Support
- Close Collaboration of all Stakeholders

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A CONCEPTUAL FRAMEWO RK FOR PUBLIC UTILITIES LIBERALISATION AND RESTRUCTURIN G IN PAKISTAN

By

Syed Hassan Raza*

ABSTRACT

The paper examines the privatization of public services, especially public utilities, analyzed the process of delivery of public services, as a sector of the economy, since utilities are quite significant. The public services process involves three basic participants: consumer, service producer and service provider. Moreover, when privatization transfers a government monopoly to a single private company, as in case of public utilities privatization, instead of reducing the cost, it may result in increasing them. Basically, the utility sector includes telecommunications, energy, and water supply. The privatization of natural monopolies requires effective monitoring and regulation. Several policy options are available for the government to reform the utility sector; they are the introduction of priecap regulation, introduction of competition law, privatization and deregulation. Privatization and deregulation have proved to be effective ways of improving the performance of the utility sector. A government can consider a sector-specific approach or a general competition authority approach to introducing competition policy. In many countries, comprehensive competition laws covering all sectors coexist with sector-specific regulations. The governments in these two economies adopt a sector-specific approach to competition policy.

INTRODUCTION

The best reason is not that privatisation result in better government, or even better services, but if done properly and fully, privatisation transfers the control of scarce resources from collective

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action (i.e., government) to individual action. Successive governments in Pakistan since late 1970s have been committed, although differing in their approach and on the question of extent, to the privatisation of public sector with the aim of attracting foreign investment (Government of Pakistan 2000), bringing in efficiency and strengthening private sector in service provision. Emphasis on privatisation increased in early 1990s under economic pressures to generate and mobilise resources by disposing of public sector enterprises. Very few investors showed interest and made offer, which the government found unacceptable. In such a situation, government initiated corporatisation programmes to restructure public sector on business lines before proceeding forward with the privatisation of the identified organisations.

The rules of market competition have to be revived whenever high fixed-cost activities cease to justify the presence of a single regulated firm.

PRIVATISATION IN PAKISTAN: A HISTORICAL PERSPECTIVE

The privatization programme started in 1990 as a policy prescription of the structural adjustment programme. Initially, a Disinvestments and Deregulation Committee was established, which was dissolved in 1991 and replaced by the present day Privatization Commission. The mission statement of the Privatization Commission (1999: p1) includes the fostering of competition, along with other objectives. Thus it states:

> *The Privatization Commission is committed to facilitate the Government's policy of de-regulation and liberalization of the national economy through transparent and equitable privatization of state owned enterprises. Privatization is envisaged to foster competition, ensuring greater capital investment, competitiveness, and modernization, resulting in enhancement of employment and provision of improved quality of products and services to the consumers and reduction in the fiscal burden.*

The 1970s were marked by nationalization of the private sector. In Pakistan, the role of the public and private sectors has largely depended upon the political orientation of various regimes in power. During the first decade the public and private sector worked in close harmony. The private sector played a crucial role in the economic development of the country in its initial years. Though the private sector was regulated through various mechanisms including price control policies, it was given considerable incentives as well, which included protection, cash subsidies and tax exemptions. Almost all the economic activities were open to the private sector with the exception of infrastructure. Pakistan Industrial Development Corporation was established, and its objectives included, *inter alia*, selling off the profitable units to the private firms and companies (Kemal 1996). In order to achieve the party objectives, important private industrial units and enterprises like banks, insurance companies, petroleum and shipping companies, ghee and rice mills were taken over by the public sector in a series of nationalization programs in 1972, 1973, 1974, and 1976. Thus, during the Bhutto regime, the private sector received considerable setback, while the public sector flourished at the expense of the private sector.

However, again in the 80s, there was a sharp increase in the private investments, which was indicative of the development of the private sector in the country. Adopting the philosophy of liberalization and privatization, the regime sought to limit 'the role of the government as a facilitator of the private initiative and as an investor of the last resort' (Khan 1998). Though there existed a number of regulation and control mechanisms for the economic activities of the private sector, the deregulation process was initiated by the Industrial Policy Statement of 1984. The Policy Statement sought to reduce the government sanctioning for industrial enterprises. Moreover, the Board of Industrial Investment was also created with the aim of promoting the private sector by reducing the time lag in investment sanctioning. It is worth mentioning that these measures to encourage private sector participation in economic activities went hand in hand with controlling and restrictive measures of the government. Kemal (1999) argued that according to this

Act, the government was entitled to fix the prices of essential items, which included, among others, the prices of public utilities. Bokhari (1989) argued that after 1985, the elected government further decided to denationalize and deregulate the public sector enterprises in order to restore the confidence of the private sector. First, the government was unable to earn satisfactory returns from the public sector enterprises, and was thus unable to achieve the long-term objectives of social policy. Secondly, the government wanted to promote popular capitalism by removing unnecessary controls and encouraging deregulation and privatization. Fourthly, the Five-Year Plan (1984-88) envisaged the objective of rapid development in the country, which was to be achieved by encouraging the private sector participation. Fifthly, in addition to reduce the budget deficit, the government needed resources for sustained industrial growth. Sixthly, the government intended to shift its investment priorities away from big projects. Seventhly, the government, which had vowed to Islamize the economic system of the country by removing interest, intended to create opportunities for private investment in order to induce private savings, since t had failed to devise any alternative system. Lastly, the government felt the need of improving the performance and increasing the efficiency of the public services by decentralizing their decision-making, distribution and investment. Thus, for a number of reasons, the government decided to liberalize its economy.

Aziz (1996) argued that the concerned authority was responsible for identifying public enterprises for disinvestment, but the Authority could never become operational. Though a number of government policies were reversed by two alternating regimes of Nawaz Sharif and Benazir, yet the privatization policies were probably among those few policies that enjoyed consensus during all four regimes, and were enthusiastically pursued.

Privatization of economy was systematically initiated by the Nawaz Sharif regime in early 1991. In 1991, Privatization Commission for Industries was set up by the government to regulate and manage the process of privatization of stateowned industries and enterprises. A year later in 1992, Privatization Commission for Power Sector was established. Next year in 1993, Expanded Privatization Commission was formed, which was set up to undertake privatization of public sector including manufacturing, services, oil and gas, telecommunications, power generation and distribution, transport and communication. The previously formed two Privatization Commissions were merged into this expanded Commission. However, the powers of the Commission were limited, and various executive bodies of the Federal Government continued to exercise their power over it. Later, a Cabinet Committee on Privatization was also established, which worked till 1998. However, in September 1998, Privatization Board of Pakistan was formed in addition to the Privatization Commission. A Committee of the Privatization Board of Pakistan was also established, which was responsible for undertaking important decisions regarding privatization. Tariq and Azim (2000) argued that the Government of Pakistan has sold off public enterprises worth $1.5 billion dollars. Tariq and Azim (2000) argued that since the military take over in October 1999, the Musharaf government also has an avowed goal of pursuing privatization program. According to Tariq and Azim (2000) the government has introduced a new Privatization Law and instituted a new Ministry for Privatization. Tariq and Azim (2000) argued that the law has converted the Privatization Commission into a corporate body, independent of any Federal Ministry. Before that, there was no specific privatization law in the country, and the past privatization steps had been taken without it. The law covers important issues such as procedure, litigation, and the usage of privatization proceeds. Tariq and Azim (2000) argued that the newly instituted Ministry of Privatization has the responsibility of privatizing around 49 public enterprises in banking, oil, gas and electricity sectors, in next two years.

It is important to point out here that various countries have pursued privatization programmes for different reasons. In Pakistan, however, shares in profitable state-owned enterprises were sold in order to raise government revenues. During the past 12 years, various governments have pursued privatization in the commercial, industrial and financial sectors, apparently with much enthusiasm, but privatization has not taken off yet in right earnest. As far as the public utilities are concerned, the privatization process has been quite slow and, as a result, the sectors such as electricity, telecomm unications and gas have been only partially privatized or deregulated. As far as other utilities like petroleum, gas and water are concerned, their privatization or deregulation proposals are in process.

PRIVATISATION OF PUBLIC UTILITIES

Public services or utilities are generally include electricity, telephone, gas, petroleum, water, sewage disposal, education, health care, airways, railways, roads, transport, postal services, banking and insurance, law and order, etc. In order to appreciate the privatiza tion of public services, it is necessary to understand the process of delivery of public services. This process involves three basic participants: consumer, service producer and service provider.

The service producer; who can be a unit of the government,a private firm or a voluntary association of citizens, etc.

The service provider or the service arranger is an agent who provides, manages or arranges for a service, and can be a government, a private firm, a voluntary association or the consumers themselves.

The relationship of these three participants in public services is one of the core themes of the entire discourse on privatization of public utilities. In privatized economies, the role of government is usually that of an arranger or provider of services in case of collective goods, but when it comes to the toll goods, the private sector becomes provider or arranger of services. However, the critics of privatization argue that certain services are "inherently governmental", and thus, these services must be produced and provided by the state. It can be argued here that the government may retain the function of production, and arrangement whereas provision of services may be shifted to private firms. Similarly, the private sector may involve in production, whereas the arrangement for supply or distribution or management of some goods and services may be retained by the government. Littlechild (2000) argued that privatization of public utilities may culminate into a host of arrangements, but broadly, these arrangements can be classified into the following four forms:

1. A state can privatise public services by hiring private service providers for delivering some kind of service but continues to take financial and political responsibility for the outcome. Some analysts do not consider it a form of privatisation at all.

According to Littlechid (2001) as far as the financing of services is concerned, it can be a private-public partnership, as in user charges. In Britain the manifest primary goal behind privatization of state-owned enterprises was to increase popular participation.

REGULATION OF MONOPOLIES

The question of regulation of private monopolies is one of the major concerns of consumers. This is because if a utility is supplied or controlled or managed by a single supplier, or in other words, if the private monopoly is established in a sector, the consumers become more vulnerable to the whims of the private concern. As a result, the consumers may become subject to price hikes or policies of the private company or firm that may be detrimental to consumer interests.

It is argued that in case of privatization of public services, particularly in the developing countries, there are not enough suppliers to permit a healthy competition, and thus, the state monopolies are being replaced by private monopolies or oligopolies. Moreover, when privatization transfers a government monopoly to a single private company, as in case of public utilities privatization, instead of reducing the cost, it may result in increasing them. Therefore, the regulation of public sector utilities, most of which constitute natural monopolies, is considered to be a difficult task.

REGULATORY INDEPENDENCE

A regulatory authority is neither an administrative body nor a judicial body.

In the case of central regulators in telecommunications, electricity and port sectors in Pakistan, the legislative provisions would show that there is a considerable degree of variation in the extent of independence in public utilities sectors.

In this regard, the experience of public utilities privatization in the United Kingdom is often argued as an example.

In case of regulation of private monopolies, evidence suggests that their regulation is far more difficult and challenging as compared to other sectors. The privatization of natural monopolies requires effective monitoring and regulation.

PUBLIC OWNERSHIP OF UTILITIES AND THE CASE FOR PRIVATISATION: WHAT HAS CHANGED

By *Public Utilities*, we refer to network infrastructures that provide a range of essential goods and services to households and firms. As a sector of the economy, utilities are quite significant.

STRUCTURE OF UTILITY INDUSTRIES

An efficient regulatory framework can ensure higher level of productivity in monopolistic framework. Sixth could be regulation through accounting conventions such as fully distributed cost boils down generally to cost plus formula for prices, eliminates any incentives for reducing the cost.

Basically, the utility sector includes telecommunications, energ y, and water supply. In the last five years, the Government has successfully deregulated the telecommunications industry in Pakistan. Apart from market liberalization in the telecommunications industry, the government has removed the Scheme of Control on bus companies and has introduced franchise bidding for bus and ferry services.

Do the prevailing global economic conditions allow the investors to make mega investment decisions regarding emerging markets?

Privatization was part of the three-pronged strategy developed by the Government of Pakistan in eighties; rather it was the third item on the agenda. Under the liberalization plan, some of the sectors where private sector was not allowed to invest were opened for them, i.e. cement and power generation. According the privatization commission, the objective behind liberalization and deregulation, prior to commencement of process of privatization, was to create regulatory environment to avoid exploitation of the stakeholders. Private sector, which has been enjoying highest protection also resisted introduction of market-based policies.

As regards privatization, the policy itself came under tremendous criticism; both the management of state-owned enterprises and the unions drawing strength from political parties opposed the plan. According to Pakistan & Gulf Economist (2001) regarding the efforts for privatization by the present economic managers the priorities and the strategy. This included: 1) sale of shares with transfer of management,2) sale of remaining shares of the Government of Pakistan in privatized units, 3) financial restructuring of some units prior to offer for sale and 4) even liquidation of some of the units economically un-viable. According to some analysts, "The present story of privatization starts with Pakistan State Oil (PSO) and also ends at PSO." One of the factors that dampened prospects for sale of companies belonging to power generation and oil and gas sector was the delay in establishing sector related regulatory authorities. The Government of Pakistan (Government of Pakistan) has established Gas Regulatory Authority (GRA), it has yet to play its due role. As regards privatization of power generation, transmission and distribution companies, analysts have an advice for the Government of Pakistan. They say, "The Government of Pakistan should not sell power generation companies prior to the sale and transfer of management control of transmission and distribution companies." The private sector can minimize the theft by laying underground cable, additional investment would start paying off immediately. Regular and timely maintenance and repair could improve the public sector electric power generation.

According to Privatization commission (2003), in the past they had complaints like, **1)** listed companies not making sufficient disclosure, **2)** poor level of corporate governance, **3)** insufficient laws and regulations to protect the interest of small/minority shareholders, **4)** delays in transfer of shares and **5)** poor overall regulatory mechanism.

Despite the regulatory reforms in the telecommunications and Electric industries, the Government is hesitant about introducing reforms to the Transport and water industries. The electricity transmission & distribution industry in Pakistan is still controlled by regional monopolies. The Water and Power Development Authority (WAPDA) controls electric utilities. The Privatisation Scheme is essentially a formal long-term contract made between Independent Power Producing Units (IPPU) private firm and the Government. Under the Scheme of Control, a regulated utility is subject to both rateof-return control and price control.

At present, the Sui Northern Gas Pipe lines dominate the gas market. The company is not subject to any government control on prices and returns since the Government believes that a choice of substitutes, such as electricity, bottled and piped liquefied petroleum gas are available to consumers. In 1998, the Government stated its position to favour the introduction of a common carrier system ofnatural gas to Pakistan, with the objective of increasing competition in the gas industry. In the oil market, the oil companies are often accused of collusive price-fixing and the Government has to rely on moral suasion to invite oil companies to lower prices, or not raise prices.

Unlike other utility industries, the water supply industry is still under government ownership and operation. In fact, the privatisation of water was considered, along with all other utilities, in Pakistan's early period during colonial rule. Consequently, the Pakistan Government was forced to set up the Water and Power Development Authority (WAPDA) and borrow money from banks to build the territory's first water supply system in the 1950s. In early nineties, the Government commissioned a consultancy company to study the transfer of the water supply industry to the private sector.

SUPERFLUOUS USE OF MONOPOLY

As we can see, private and government utilities in Pakistan are still under monopoly or oligopoly. Over the last two decades, there has been a world trend of market liberalisation and privatisation of the utility sector. The energy and water industries of many countries have been privatised and competition has replaced monopoly in these industries.

POLICY OPTIONS AVAILABLE

To avoid the losses due to monopoly and to improve the performance of the utility sector, regulatory reforms are needed.

Several policy options are available for the government to reform the utility sector, they are the introduction of price-cap regulation, introduction of competition law, privatisation and deregulation.

PRICE-CAP REGULATION

Historically, public utilities in Pakistan like UK are subject to rate-of-return regulation.

Rate-of-return regulation is similar to a cost-plus contract, which provides little incentive for regulated firms to minimise costs. This is because when regulated firms successfully reduce costs so that their returns exceed the allowed level, prices will be reduced in the next review. A firm under rate-of-return regulation may intentionally spend more on staff and management than necessary, as the firm can pass the cost on to consumers. Hence, it has been argued that rate-of-return regulation fails to achieve productive efficiency.

The regulatory system to accommodate growth and change over time. Rate-of-return regulation is also deficient in dynamic efficiency.

As profits are fixed, regulated firms have little incentive to adopt cost-saving innovations or to introduce new products.

Governance cost efficiency of a regulatory structure means the transaction costs involved in operating the system. Governance costs are substantial under the rate-of-return regulation in the US, as considerable resources are spent in the process of public hearings.

Beesley (1991) put forward one type of incentive regulation proposed is price-cap regulation. Price-cap regulation was first applied to the privatised industries in the UK and is now widely adopted by regulators in the US and other countries. The price-cap regulation works in this way: The regulator sets a ceiling for prices to be charged by the regulated firm according to a formula: the average price of a specified basket of services must not exceed RPI-X (rate of change in retail price index minus X), where X is an adjustment factor to share productivity gains between the company and the consumers. There are several advantages of price-cap regulation over traditional rate-of-return regulation. First, price-cap is more efficient than rate-of-return regulation. The company enjoys higher profits while the consumers buy at lower prices. Second, price-cap allows the company greater flexibility to adjust the structure of prices, as there is no price control on services outside the basket. As a result, the regulated firm can adopt pricing arrangements to achieve optimal second-best pricing.

Third, it is argued that price-cap is easier to operate and its governance costs are lower than the rate-of-return regulation. Customers are guaranteed that price increases are under some form of contrds.

COMPETITION LAW

To prevent the dominant firms from abusing their monopoly power, another option available is to enact a competition law. Some economists argue that monopoly power is a major impediment to the efficient use of the economy's resources, imposing substantial costs on the economy. Besides, the approach to competition policy varies among countries. A government can consider a sector-specific approach or a general competition authority approach to introducing competition policy. In many countries, comprehensive competition laws covering all sectors coexist with sector-specific regulations. For example, in the UK and the US, there are general competition authorities as well as specific-sector regulators.

Some countries or economies may opt for a sector-specific approach to competition policy without setting up any competition authorities. It has been argued that the needs, characteristics and requirements of individual industrial sectors are different, so as compared with a general competition authority approach, a sector-specific approach to safeguarding competition is more practicable. For example, in Pakistan, there is neither a general competition law applying across industries, nor an independent agency to enforce the law. The governments in these two economies adopt a sector-specific approach to competition policy.

For the sector-specific approach, if a government finds that effective competition does not prevail in certain industries, or dominant firms abuse their market powers, it will take actions to promote competition.

The actions taken by the government include the establishment of sector-specific regulatory authorities and the enactment of sector specific competition law, rather than the establishment of a competition authority and the enactment of a comprehensive competition law.

PRIVATISATION AND DEREGULATION

Privatisation and deregulation have proved to be effective ways of improving the performance of the utility sector. The world trend towards privatisation and deregulation started in the early 1980s. When we talk about privatisation, it in fact covers a number of programmes adopted for reforming the public sector.

Introduction of charges: it is the privatising of the financing of a service which continues to be provided by the public sector - particularly the introduction of charges for services previously provided without charge. Full cost recovery can be achieved by setting up a trading fund, or by turning a public enterprise to a public corporation responsible for its profits and losses.

Contracting out: it is the privatisation of the provision of services that continue to be financed by the public sector.

Corporatisation is the establishment of public corporations in the public sector. The public corporations are operated like private enterprises based on commercial principles. Full privatisation is the total transfer of ownership of state assets to the private sector.

Privatisation was considered as useful policy to raise the productivity of the UK economy. In the UK, as the utility sector has long been under the private sector, reform policy is mainly on deregulation and market liberalisation, which means the removal of government-granted monopoly rights and the removal of other artificial barriers which prevent other private firms from entering markets.

POLICY DIRECTIONS AHEAD

When reforming the utility sector, Pakistan can learn from the experiences of the UK. The successful flotation of the MTR stocks in the market indicates that privatisation of government assets is well received by the public. Based on the experience of the privatisation of

MTR, the Government can work out a complete programme for privatising other assets. Other suitable candidates for privatisation are government Motorway & highways and car parks, post offices, Airport Authority, and KCR. The Government can also consider divesting its shares on Public Parks. If it is likely the privatised industry will remain under monopoly, the Government has to restructure the industry, or to put in place appropriate regulatory mechanisms before handing the public assets to the private sector. If government regulation is really needed, can opt for a system that will not distort the incentives of the regulated firms. Evidence in Pakistan and other countries has indicated that incentive regulation like price-cap will provide better industry performance as compared with traditional rate-of-return regulation.

In the transitional period, the Government can consider replacing the Scheme of Control by price-cap regulation. The comments made by government officials on energy prices from time to time may affect the confidence of the investors in the long run. It is believed that the introduction and creation of competition authority can also provide better checks and balances on government's regulatory power.

The new regulators of infrastructure services in developing countries have a number of underlying objectives to meet. Despite Government assurances of increased regulatory independence the potential for heavy-handed political intervention remains. For it is Government politicians who appoint the Commissioner and his board members, Government politicians who reserve the right to make the final decisions over price rises and Government politicians, in the first instance, to whom the regulator is accountable. Deregulation, privatisation and internationalisation of the telecommunications industry have brought about enormous changes within both the European and world economy.

CONCLUSION

The questions of regulation of partly privatized and corporatised public monopolies in Pakistan are one of the major of concerns. The regulation of these sectors is an important consumer concern, since there is a strong likelihood that the owners may exploit the consumers or users of these services. Privatization has made them more vulnerable to the whims of the private concern. As a result, the consumers may become subject to price fluctuations, unwarranted increase in tariff or consumer-unfriendly policies of the private monopolies or oligopolies. So there is a need for de-monopolization and effective regulation of the privatized sectors. Analysis of the case for privatization depends on whether risk is best handled in the public or the private sector. Government and others best handle some risks by private firms and individuals. Hence, privatization would be beneficial in some cases and not in others. It is still unclear how the tariff in Pakistan is adjusted by the Regulatory Authorities and whose interests it caters to while doing so, the consumers, the government, the power producers or the international lending agencies.

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TEACHER TRAINING THROUGH DISTANCE EDUCATION (CONCEPT, EFFECTIVENESS AND SOME OBSTACLES)

By

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ABSTRACT

Distance and non-formal education has emerged as an effective mode in the area of teacher education throughoutthe world. Whenever there is a shortage of teachers or there is a need of skilful personnel, distance and non-formal education becomes unavoidable.

Keeping in view the present practice of teacher education through distance education in Pakistan and other countries following main research questions were tried to be solved through this article such as:

1. *how distance education is defined by different writers and how many countries get benefit of distance education for teacher training?*
2. *what are the main obstacles and hurdles in the course of teacher training through distance education; and what are the merits and contributions of Distance Education through Teacher Training?*

INTRODUCTION

Worldwide use of distance education for teacher training is a signal of success. To cope with the problem of shortage of teachers, a large number of teachers are trained through this system. A variety of subjects and specialization in the area of teacher education to a large number of students is possible only through distance education.

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Through this system, the teachers use new technologies and develop new instructional styles which are more effective and more satisfying.

Distance and non-formal education has emerged as an effective mode, particularly in the area of teacher education in Pakistan. Thousands of PTC, CT, B.Ed and M.Ed students are enrolled in Allama Iqbal Open University in every semester. The graph of enrollment is increasing day by day. A detailed review of concept of distance education, its effectiveness in different countries, its comparison to general education and some obstacles particularly in use of technology are the main parts of the study.

SOME DEFINITIONS OF DISTANCE EDUCATION

Some important definitions of distance education have been stated by different writers are as follows:

G. Dohmen, 1967 (a director of the German Distance Education Institute (DIFF) at Tubingen in the Federal Republic of Germany) has defined Distance Education as:

1. It is a systematically organized form of self-study in which student counseling, the presentation of learning material and the securing and supervising of students' success is carried out by a team of teachers, each of whom has responsibilities. It is made possible at a distance by means of media, which can cover long distance. The opposite of distance education is direct education or face-to-face education a type of education that takes place with direct contact between lecturers and students.
2. On 12 July 1971, the French Government passed a law regulating the conduct of distance education in its territories. The law contained this definition: Distance education is education, which either does not imply the physical presence of the teacher appointed to dispense it in

the place where it is received or in which the teacher is present only on occasion for selected tasks.

3. O. Peters (1973) defined Distance Teaching/Education as a method of imparting knowledge, skills and attitudes which is rationalized by the application of division of labour and organizational principles as well as by the extensive use of technical media, especially for the purpose of reproducing high quality teaching material which makes it possible to instruct great numbers of students at the same time wherever they live. It is an industrialized form of teaching and learning.

4. M. Moore (1977) defined the term distance teaching as the family of instructional methods in which the teaching behaviors are executed apart from the learning behaviors, including those that in a contiguous situation would be performed in the learner's presence, so that communication between the teacher and the learner must be facilitated by print, electronic, mechanical or other devices.

5. Micke, Dan (2000) has defined distance education in explanatory terms which are as follows: Distance education is a method of education in which the learner is physically separated from the teacher and the institution sponsoring the instruction. It may be used on its own, or in conjunction with other forms of education, including faceto-face instruction. In any distance education process there must be a teacher, one or more students, and a course or curriculum that the teacher is capable of teaching and the student who is trying to learn. The contract between teacher and learner, whether in a traditional classroom or distance education, requires that the student be taught, assessed, given guidance and, where appropriate, prepared for examinations that may or may not be conducted by the institution. This must be accomplished by two-way communication. Learning may be undertaken either individually or in groups; in either case, it is accomplished in the physical absence of the teacher in distance education. where distance-teaching materials are

provided to learners, they are structured in ways that facilitate learning at a distance.

To summarize the definitions of distance education and to bring them together, following six basic defining elements of distance education can be proposed:

- the separation of teacher and learner which distinguishes it from face-to-face lecturing;
- the influence of an educational organization which distinguishes it from private study;
- the use of technical media, usually print, to unite teacher and learner and carry the educational content;
- the provision of two-way communication o that the student may benefit from relevant materials & initiate dialogue;
- the possibility of occasional meetings for both didactic and socialization purposes; and
- the participation in an industrialized form of education which contains the genus of radical separation of distance education from other forms within the educational spectrum.

DISTANCE EDUCATION FOR TEACHER TRAINING

Many countries have adopted a variety of organizational strategies in running distance education for teachers. Tanzania has enrolled some 45000 trainees to meet the shortage of trained teachers. The programme was run by a loose consortium of institutions, including the existing teacher-training colleges and the National correspondence Institution which had already developed expertise in training through distance education system. Zimbabwe used four of its teacher-training colleges to train teachers on a sandwich-course basis so that they spent some time in the colleges and some time working in the schools. While they were working at school, trainee teachers followed correspondence lessons.

They gained their qualification by passing an end-of-course examination equivalent to that taken by students in regular colleges of education.

Both Indonesia and Sri Lanka have considerable experiences of distance education and have developed open universities, which include teacher education among their responsibilities. Both countries, too, have shortages of trained teachers, which are particularly severe at secondary level.

The National Teachers' Institute in Nigeria offers courses for two main primary level teaching qualifications, which are also available in conventional, pre-service training colleges. Similarly, on a much smaller scale, in the 1970s both Botswana and Swaziland used a single college of education to run distance-education programmes, while other colleges continued with their regular work.

The university of the West Indies (Multinational Dual Mode university) Caribbean has offered a programme of a certificate of education through UWIDITE in 1983. Similarly, private foundation, ROYTEC, set up by the Royal Bank of Canada in Trinidad and Tobago, is offering a B.Ed. level programme via INTERNET in cooperation with university of New Brunswick. A comprehensive account of teacher education by distance in the Caribbean was also found in 1998 entitled "Facilitation of Teacher Training by Distance".

In Uganda, the Northern Integrated Teacher Education Project (NITEP) was started in April 1994. It aimed to train upto 3,000 untrained primary school teachers in the North and North Eastern parts of the country, using distance education (Odurkene, 1995).

The open universities in Britain and Pakistan have, offered programmes of teacher education beside their degree, diploma and continuing ducation work. The Ontario Institute for studies in education, which is the educational faculty of the University of Toronto, has used audio conferences as a way of teaching graduate students throughout the province of Ontario.

Australia has a fully qualified teaching force. But, over the years, the entry level to teaching has risen so that there are large numbers of teachers in the service who feel that their promotion may be blocked unless they raise the level of their qualifications. Deakin University, which is a bimodal institution teaching both on the campus and at a distance, offers a programme for primary-school teachers working part-time for a B.Ed. degree.

The University of Nairobi has long experience both of teacher education and of distance teaching; taking advantage of that experience, it has developed plans to introduce external, degree-level teaching. In 1986 it launched a B.Ed programme for experienced non-graduate secondary-school teachers.

The university of South Africa (UNISA) is an institution for higher distance education which has an academically sound faculty of education. The faculty has four departments (the department of primary school teacher education, secondary school teacher education, further teacher education and education studies), two institutes (the institute for educational research (IER), and the two units (the unit for training and development and the unit for community development). The certificate programmes offered by these units provide specific, practically oriented non-degree training which could grant a candidate university admission. These courses cover a wide range of subjects including reception-year teaching, student development, environmental education, career guidance, parental involvement, counseling, meditation and divorce mediation.

Once students have obtained a degree in the faculty, they may be registered for B.Ed. degree or a postgraduate diploma. If a teacher has an M+3 qualification she/he may register for a further diploma in education (FDE). After passing a B.E degree or diploma in tertiary education, students may register for a master's degree for which they have to submit a dissertation. Doctoral degrees are awarded on submission of a thesis. The Institute or Educational Research supports students with their master's and doctoral studies.

According to the SAIDE report (1995), distance education (DE) is the largest sector of formal teacher development in South Africa, with more than a third of existing teachers involved in some form of DE in 1995 and the majority of these teachers are in-service teachers studying to upgrade to M+2 or M+3, and the most rapid expansion in enrollments is teachers upgrading 'above the line' to M+4 or M+5.

There is a worldwide use of distance education for teacher training and other areas. A lot of researches have been conducted on its effectiveness, cost and evaluation etc. the increasing enrollment in open universities in many countries shows interest of the students. There are also some problems in the use of technology particularly in teacher education i.e. lack of expertise, lack of coordination between teachers and technicians but its success cannot be denied.

SOME PROBLEMS AND OBSTACLES

Bertram (1999) has argued that the report for the National Teacher Education Audit was not terribly positive towards those providing teacher education at a distance, concluding that material was generally of poor quality with a focus on learning as a process of memorization, that there was little or no student support, that programmes did not focus on the development of good practice and that assessment was usually made up of a content-recall exam. The audit was also of the view that very high through-put and pass rate, given the lack of support, poor learning materials and inadequate assessment techniques.

South Africa has a situation where large numbers of teachers are involved in distance education, but where the programmes provided do not appear to be addressing the needs of the education system, nor of the teachers. Teachers emerge from their studies with formal qualifications, but not necessarily with the knowledge, skills and competencies which they need to ensure that quality learning happens in their classrooms.

Abdal-Haqq, Ismat (2000), has pointed out some obstacles to technology use in teacher education in his paper *Infusing Technology into Pre-service Teacher Education as follows. He says:*

The limited use of computers in K-12 classrooms cannot be attributed solely to pre-service teacher education. Schools, colleges, and departments of education (SCDEs) are considered to be lagging behind in meeting the needs of new teachers to develop technological competencies (Walters, 1992). Critiques of teacher education's performance in training new teachers generally focus on three areas. First, teacher educators do not sufficiently model appropriate use of computers for instructional purposes, either in courses or field experience (Bosch and Cardinale, 1993). Second, these programmes, do not, typically, incorporate technology across the curriculum (Walters, 1992). Third, the instruction that is provided to pre-service teachers tend to focus more on the older and simpler instructional applications of computer technology (e.g., computer assisted instruction, word processing) and less on exposure to and practice with newer, more sophisticated tools (e.g., electronic networks, integrated media, problem-solving applications), which support development of students' higher-order thinking and problem-solving skills (Baron and Golman, 1994; Office of Technology Assessment, 1995a).

Improving the performance of SCDEs in preparing technologically proficient teachers, will require expanding technology use among teacher educators. Top et al. (1995) and Baron and Goldman (1995) identify several obstacles to infusing technology into teacher education programmes. They include: (1) limited availability of equipment; (2) lack of faculty training; (3) no clear expectation that faculty will incorporate technology in academic activities; (4) lack of funds; (5) lack of time to develop facility in using equipment and software; (6) doubt about the pedagogical validity of using some of the newer technologies since the appearance of literature about these tools is relatively recent; (7) lack of technical support; (8) lack of appropriate materials, particularly integrated media materials suitable for teacher education instruction; and (9) absence of clear programmatic goals for the teacher education programme as a whole.

An additional obstacle is disagreement among teacher educators about the best approach to preparing teachers who are proficient in computer-based instructional technologies. One source of contention is whether computer literacy courses, which expose pre-service teachers to K-12 computer applications and teach them how to use basic computer tools, should be phased out. Instead of discrete computer literacy courses, computer instruction would be integrated into existing methods and foundations courses (Weibe, 1995). A related concern is the need to infuse technology, in a coordinated fashion, across the college curriculum, into the liberal arts content areas where students acquire their subject-area skills and knowledge, as well as the education specialties (Office of Technology Assessment, 1995a).

EFFECTIVENESS OF DISTANCE EDUCATION IN TEACHER TRAINING

Different writers and researchers have explained the effectiveness of distance education in teaching learning process. A brief summary of these researches is as follows:

Strain (1987) explains the success of distance education that with this system teacher becomes conversant with new technology and develops new instructional styles, moving from creating instruction to managing resources and students and disseminating views. Administrative and faculty support for distance education are critical to the success of this instructional method. St. Pierre (1998) states that students in distance education settings perform as well or better on assignments, class activities, and exams when compared to campus-based students.

Rintala (1998) has argued that self-direction, a passion for learning, and strong individual responsibility are important influences on achievement. There are indications that distance education works best for more mature, motivated, well-organized, and already accomplished learners.

Garrles (1997) describes five critical elements for successful teaching at a distance:

2. Teaching materials are properly prepared in advance. Timing, variation, and smooth transitions are also planned. Instructors allocate from 3 to 5 hours of preparation for each hour of distance instruction. Great attention and detail is required long before the actual classroom activity occurs (Summers, 1997).
3. Whatever the modality used to teach at a distance, the instructor always encourages and facilitates ongoing communication between the students and the instructor.
4. The teachers are familiar with the technology used in the class format. The faculty development is important before beginning any distance activities, and instructors are trained in video use, computer use, or other forms of instructional technology used.
5. Production staff, graphic designers, and technical staff members help the instructional setting for successful teaching at a distance.

Schlosser and Anderson (1994) stated that because distance education and its technologies required extensive planning and preparation, distance educators must consider the following in order to improve their effectiveness:

- Extensive pre-planning and formative evaluation is necessary part of Teacher Education and distance learners value instructors who are well prepared and organized (Engan, et. Al., 1991).

- Learners benefit significantly from a well-designed syllabus and presentation outlines (Engan, et. Al., 1991). Structured note taking, using tools such as interactive study guides, and the use of visuals and graphics as part of the syllabus and presentation outlines contribute to student understanding of the course.
- Teachers are properly trained both in the use of equipment and in those techniques proven effective in the distance education environment. Learners get more from the courses when the instructor seems comfortable with the technology; maintains eye contact with the camera, repeats questions, and possesses a sense of humor (Engan, et. Al., 1991).
- The use of technologies such as fax machines, computers, and telephones can also provide learner support and interaction opportunities.

Ludlow (1994) has discussed the benefits of distance education inspite of high cost. He has argued that although the costs of offering distance education courses may be high, there are high costs associated with offering conventional courses. Benefits of distance education courses to the learner include:

Accessible training to students in rural areas.
Students may complete their course of study without suffering the loss of salary due to relocation.
Students are exposed to the expertise of the most qualified faculty.

To conclude, the materials are easily accessible, technology is used for effective learning, students can do another job along with getting education, students are motivated and they can interact with experts, therefore distance education is more successful than conventional instruction.

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MOTHER'S PERCEPTION ON RAISING A SPECIAL CHILD

By

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ABSTRACT

Mothers perceive the birth of special child as the lifetime responsibility upon them. With such types of child they have to cope with the attitudes of family members, friends and relatives. The provisions of the special education services, which nclude availability of the professionals, do need improvements. Mothers are insecure about the transition phases. They live with the financial constraints, stresses and anxieties.

INTRODUCTION

The birth of a child represents a significant change in the establishment of new family roles and routines. The birth of a child with disability, however, creates an unanticipated crisis (Parks, 1977), alters family pattern in ways that are stressful (Kazak & Marvin, 1984) and makes coping demands for dealing with a disabled child more pronounced for the family system (Trute & Hauch, 1989). The response of the family to the stress, it goes through, depend on the interaction of multiple factors such as the severity of the child's handicap, economic and social stability of the family and its internal support system, and the amount of external support to which the family has access (Peterson, 1987)

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Early intervention is a term used only when speaking about services to children birth through three years and their families. Thurman (1997, p.3) defines early intervention as;

"An array of services that is put in place through a partnership with families for the purpose of promoting their well being and the well being of their infants, toddlers and young children whose development may be at risk due to a combination of biological environmental factors".

Babies who are placed in a neonatal Intensive Care Unit are usually born with major defects and are usually at risk because of low birth weights. Transition from birth to the neonatal intensive care unit may require medical treatment and may be the most stressful event in the parents and child's life (Rice and O'Brien, 1990). The, transition from hospital to home is another difficult period family and infant experience. After the child arrives home, and is need of support, another transition may occur within an early intervention program. The purpose of these transitions is;

(a) To ensure continuity of services
(b) To minimize disruption to the family system by facilitating adaptation to change
(c) To ensure that children are prepared the function in the receiving program and
(d) To fulfill the requirements of special education policy of GOP.

The transition from the home-based program to the school setting is another stressful event for mothers who are the primary care givers to the children. It is necessary to assist families of children with disabilities in order to achieve goals. Transition reflects change in who receives services, what services are received, where services are delivered, how they are received and who delivers them (Fowler and Ostrosky, 1994)

PURPOSE OF THE STUDY

The intent of this study was to determine mother's perceptions on raising a special child from birth to intervention to special education. Mothers whose children had any mental or physical disability and just transitioned to special education were the subjects comprised the study. Another objective was to gather information from mothers about the related stressors, coping skills and supports they experienced throughout the transition process.

METHODOLOGY

Qualitative research was used for this study. Qualitative research is an umbrella term to refer several research strategies that share certain characteristics. For this study, research questions were formulated to investigate the topic in all complexities within a certain context. In depth interviewing and participant observations were two instruments used. To collect detailed richly textured, person centered information (Kaufman, 1994). Ten mothers having children with of physical / mental disabilities were the sample of the study. To develop the transcript for interviews, certain components of mother's perceptions of the transition process were identified. These components were found in transition related literature from early childhood and special education fields.

DEVELOPMENT OF INTERVIEW TRANSCRIPT

The interview transcript was created to answer the questions that pertain to the research topic. Many of the questions written were based upon literature related to parental problems. The questions pertained to perceptions about the transition process and to other factors, such as stressors, coping skills and supports.

Since the interview was the major method of data collection in this study, piloting the questions to develop clarity and justification was incorporated. In a pilot test, selected representatives of the target audience were asked to comment on the researcher's questions as well as on other aspects (Krueger, 1994). This provided with suggestions for refining and clarifying the questions. Moreover, a pilot test, using an informal interview approach was conducted in order to determine the relevance and the use of language in the interview guide. This informal interview was conducted with a mother whose children recently transitioned into a school program. 10 mothers who agreed to be interviewed were chosen because they met the established criteria for participation in the study. Data was collected from two sources;

(i) From the materials that are gathered first hand and have a direct relationship to the people who are being studied (Burgess, 1984). Documents included in this study were the official documents from the professionals involved with the child, child's medical record, home-based/center based plans.

(ii) In-depth interviews were conducted to gather the background information about both the child and the family. The mother was provided with the complacent environment in which she could talk freely. Verbal prompts used in the interview process to get responses of greater depth. Notes were taken during the interview process. A preliminary list of codes was developed, then, major codes were written and sub codes were added. Finally five major coding families emerged according to Bron fenbrener's (1986, p.p.723-742). These categories were;

    (i) Talking about the child
    (ii) Knowledge of early intervention
    (iii) Transition to school
    (iv) Concerns of mothers

Results

Talking About the Child

Sr. #	Statements	Responses	Frequency
1	Problems during pregnancy	- Overdue - Normal Pregnancy Problems Delivery - Pre-mature Baby Normal Pregnancy - Normal Delivery	5 2 2 1
2	Pre-diagnosis of the disability of the baby	-	0
3	Diagnosis at the time of birth	Down's	1
4	Feelings on the news	- Shocked - Depression - Uncertainties - Recurrent Fits of depression - Fear Anxiety	10 10 10 3 10
5	Attitude of the husband	Encouraging Depressing	2 8
6	Attitude of the family	Encouraging Blaming	None 10
7	Change in the personality of the mother	Left hobbies Left Job	10 None of the mother was working

Knowledge of Early Intervention

Sr. #	Statements	Responses	Frequency
1	Information about the disability was provided	- Immediately after birth - After many months	1 9
2	Information were provided by the specialists	- Doctor - Nurse - Through personal efforts / with time	2 1 10
3	Quality of information	- Covered all the aspects of child's condition - Just superficial	10
4	Intervention started	As soon as the problem became clear	0
5	Availability and contact with professional	- Easy - Difficult - Very Difficult	0 0 3
6	Attitude of professionals	- Sympathetic - Commercial - Rude - Polite	8 7 0 10
7	Impacts of early intervention on the financial status of the family	- Heavy on budget - Services do not affect the family budget - Affected the sibling's right	10 0 10

8	Impacts of early intervention on the siblings	- Neglected by the mother - Had to cope with tensions and depressing home environment	10 10

Transition to School

Sr. #	Statements	Responses	Frequency
1	Admission to school	- Could easily found - Easily admitted - Heavy on family budget - Releases tension completely - Releases tension to some extent	6 3 1 None 7
2	Attitude of the staff	- Humble & Polite - Cooperative - Rude and Harsh - Accommodative - Discouraging	10 10 None 10 None
3	All required services being provided	- Completely - To some extent - None at all	2 8 None
4	School environment for mother	- Relaxing completely - Relaxing to some extent - Tense and discouraging	1

5	Placement and planning according to the problem and need	YES NO	1 9

Concerns of Mothers

Sr. #	Statements	Responses	Frequency
1	Support from	- Husband - Sibling - Relative and Friends	8 4 1
2	People Attitude	- Ruthless - Pitiable - Helpful - Avoiding	None 10 1 9
3	Government Support	- Financial - For school and other academic related activities	0 10
4	Comparison between the early intervention services and school services	- Home based services are better than school - School services are satisfactory do not need any change - School services are satisfactory but do need improvement	10 1 10
5	Financial Psychological Issues	- Create Tension - Do not bother	10 0

DISCUSSION

The interviews were analyzed under four themes, which were taken from Bronferbrener's (1979) ecological model where a child's environment is vested. The four levels Bronferbrenner identified are the micro system, meso-system, exo-system and macro system. The micro system includes the setting in which the child spends most of his/her time and this usually includes the home. The meso system relates to the relationship among the micro system and this often is between the parents, teachers and professionals. Societal structure, such as public and private agencies, makes up the exo system. The macro system consists of the cultural and legislative realm in which the other three levels of child's ecological environment operate.

The results show that mother love their children unconditionally as indicated by their responses in the interview though they have to cope with the family attitude and sometimes husband discouraging behavior. They sacrifice their own interests and activities in order to raise the special child according to his needs. All of the mothers experienced different stresses based on the make up of the family system. The resources for intervention are very scarce in special education although the intervention phase is much more satisfactory than the school phase. Transition of the special child from hospital to home, from home to school and then in the society is full of stress, anxiety, and state of uncertainties, fears and sometime depression. Attitudes are yet another problem which mothers cope with. Whereas the support from relatives, friends are scarce, the support from the government in terms of physical and economic provision is not enough to secure the future of the special child.

LIMITATIONS

Several limitations restricted the generalizability of this study. The total number of participants was modest suggesting that additional research on this subject should consider a larger pool. The study was also conducted with a restricted geographical condition. Islamabad being the capital of the country does contain several model provisions, which other cities or rural areas of the country lack. The result of this study focused only on the mother's perceptions because the mothers traditionally assume the role of primary care givers. If fathers were asked to offer their perceptions they might be able to provide a richer picture of the topic.

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INTEGRATION OF EDUCATIONAL AND NATIONAL DEVELOPMENT PLANNING IN PAKISTAN

By

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INTRODUCTION

It is a fact that human resources of a country, not its capital or its material resources, are the determinant of pace of economic and social development. The development planning is the deliberate attempt of any Government to coordinate economic and educational decision making over a period to achieve predetermined set of goals. Development is not a purely an economic process. In an ultimate sense, it must encompass more than the material and financial aspect of people's life. Development should therefore, be perceived as multidimensional process involving the recognition and reorientation all economic and social systems. It involves the improvements in incomes and output; it typically involves radical changes in institutional, social and administrative structures as well as in popular attitudes and in many cases, even in customs and beliefs. Generally development is defined in a national context put in wider sense it may necessitate fundamental modifications, of the international economic and social system as well. But in this paper we are mainly concerned with the development at national level.

Soon after the World War II, the pursuit of economic development was reflected in terms of development planning as the surest and most direct route to economic process. Especially in the developing countries planning has become a way of life in governments, ministries, and every five years so the latest development plan is paraded

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out with the great fanfare. These nations were persuaded and became convinced that they required a comprehensive national plan.

Although formulation of national plans is the goal of most of developing countries like Pakistan, but sometimes it is necessary to base such plans on a more partial sectoral analysis. In Pakistan like other poor countries with limited data and minimal industrial diversification, partial plans may be the most that can be accomplished. In general, the ideal planning process can be broadly conceived as consisting of there basic stages, each of which is associated with a particular types of planning model. These planning models are briefly discussed in the following paragraphs:

1 **Aggregate Growth Model**

It involves macro economic estimates of planned or required changes in principal economic variables.

2 **Multi-sector Input Output Model**

It involves the production, resource employment and foreign exchange implications of a given set of final demand targets within an internally consistent framework inter industry product flows.

3 **Project Appraisal and Social Cost Benefit Analysis**

It is probably the most important component of plan formulation. It covers the detail selection of specific investment projects within each sector through the technique of project appraisal and social cost benefit analysis. All these models provide the main intellectual tools of planning in any economy.

A country determined to draw up a development plan will have to decide which model or combination of models is most suitable to its own special circumstances, needs, and overall objectives. In this context, choice will depend on the answers to a number of questions that must be specifically analyzed before reaching a final decision. Some of the most considerations are:

i. The correct level of a country's economic development.

ii. The institutional structure of the economy and the elective roles envisaged for the public and private sectors in the development process.

iii. Availability of reliable statistical information in the country.

iv. Resource constraints or bottlenecks in the economy.

v. Specific long-run social and economic goals and objectives of the economy.

RELATIONSHIP BETWEEN EDUCATION AND DEVELOPMENT

The role of education has been recognized as central in the development of an economy. The supremacy of the developed countries is because of the education as a means of not only raising political and social consciousness, but also of increasing the number of skilled workers and raising the level of trained manpower. These benefits, together with the visible gains for individuals from education, are stimulated on unprecedented growth of enrollment in primary schools and substantial investment in education at the secondary and higher levels. In spite of substantial progress in educational growth some problems were also created. For example, there is imbalance between the productive capacity of the education system and the absorptive capacity of the labour market.

In many countries with the pace of development in education system the investment tended to be accumulated in urban areas. It is traced in the case of Pakistan and all other poor countries. To overcome these problems, there is a strong need to adopt a comprehensive approach to development. This approach to development underlines the significance of education in the following integrated ways:

1. **As a Basic Human Need**

   People need education to acquire a broad base of knowledge, attitude, values and skills on which their lives depend very much. Education provides them with the potential to learn to respond to new opportunities, to adjust to social and cultural changes and to participate in the political, social and cultural activities. As society develops education becomes an essential condition for ability of the individual to identify with the prevailing culture.

2. **As Means of Meeting other Needs**

   Education system cannot run in isolation. It influences the other systems of the economy and in turn influenced by access to other basic needs i.e. adequate nutrition, safe drinking water, health services and shelter. For example better hygienic conditions can be achieved by providing information to the masses and educating the people can do all this.

3. **As an Activity that Systems can Accelerate overall Development**

   Education plays an important role in overall development of the country. Firstly, it prepares and trains skilled workers at all levels; manage capital, technology, services and administration in every sector of the economy. It is obvious that development projects are not well implemented unless investment of capital and transfer of technology are accompanied by adequate human knowledge and skills. Secondly, through trained personnel, developed methodologies and instructional settings, education facilitates the development of knowledge in pure and applied fields. Thirdly, for the management of the environment, for conservation, for use of energy and for achieving a balance between human population and natural resources mounts, education is expected to raise the consciousness of people and to provide knowledge, skills and trained manpower to deal with environmental issues.

Fourth, rapid economic growth, technology advancement and social change transform the relationship between the individual and society and may tear down the traditional supports that have provided the social framework for the individual. The ability of individuals to identify with their changing culture and find their role in the society depend very much on what education can provide by way of self understanding, better knowledge of the choices available to society, and the culture.

The discussion in the above paragraphs provides evidence that education and overall economic development of an economy are consistent and very much inter related in this context. This could be achieved through the following approach:

THE SECTORAL APPROACH TO DEVELOPMENT PLANNING

Educational plans can neither be conceived nor carried out in isolation. Yet, despite such insights, education is still largely committed to what is commonly called the sectoral planning approach. It shares this fate with such other sectors as the health sector, the agricultural sector, the labour and employment sector, industry, public works, and other departments or ministries in the government structure.

Historically the sectoral approach to planning has, of course, been a consequence of the growing specialization and division of labour, which become necessary as societies began to industrialize, and which enabled both the people and their governments to cope with increasingly complex tasks. But it now appraise that the sector coordinating mechanism devised to hold together the highly specialized and differentiated sectoral structures, which we see in most present-day government, are no longer adequate.

Sectoral plans, however, well designed and smoothly executed, fail when coordination with other sectors is not definite. The agriculture Ministry provides all farmers in district X with new high yield variety grains, but the industry Ministry puts up the needed fertilizer plant too late. The Health Ministry sets up a starting of rural health centers, but fails to find doctors willing to go to the rural areas, because universities still orient their medical students towards an urban career. The education Ministry establishes technical colleges in backward provinces, but all this achieves is a missive exodus of technicalgraduates to the capital, because industrialization schemes continue to bypass these prices. In all these causes, the fault lines less with the different sectoral plans as such than with the apparent lack of coordination among them. There may not be enough integration even between different elements in one sector. For example, the curriculum of general secondary schools may not meet the requirements of higher education institutions.

Disappointment with sectoral planning approaches is leading many people to call not only for a new philosophy, but also a pragmatic reorientation of planning practices in education and else where. The concept of integrated development planning is seen as providing an answer. Integrated development planning recognizes the limitations of the fact that coordination at the time of implementing pre-established plans. In its place, due emphasis is laid on process integration wherein the coordination begins very early at the stage when the plans are being conceived and formulated. In integrated development planning at the national as the sub national level, a proposed activity programmes is judged not from the point of view of its consistency with a larger sectoral plan. But first and foremost, its usefulness as part of the integrated package of development programmes envisaged for a particular region. Let us now consider this approach in more detail.

THE NEED FOR INTEGRATED DEVELOPMENT PLANNING

While the widespread disappointment with sectoral planning practices provides the general background, there are at least five more specific reasons why the concept of integrated development planning is now gaining currency in many developing countries.

a) The growing discontent over regional disparities within countries but economically, accentuates the need for concentrated development efforts in backward regions. A special case is opening up of new resource regions, following the discovery of oil ore mineral deposits. Understandably, governments are anxious to speed up the development of the infrastructure town building, the allocation of secondary industries, education and health provision for such regions in a single integrated programme.

b) The increasing concern over ecological imbalances in some fegions, coupled with the need or environmental management to prevent congestion, population, exhaustion of natural resources and destruction of cultural amenities.

The realization that excessive rural urban migration hampers development prospects both in the departure and destination areas, and that deliberate settlement programmes must be lunched in line with the productive potentials of various sub national regions.

d) The need for concerted action by several ministries around certain priority programmes, e.g. family planning; employment and income distribution; vocational upgrading of the labour force; the development of appropriate technology etc.

e) The experiences of planners, which suggest those macro plans, become implementable only if elaborated into programmes and projects at the level of regions, provinces, and districts.

All these various concerns tend to explain the fact that attempts at integrated development planning and gaining momentum in quite a number of Asian countries.

INTEGRATED DEVELOPMENT PLANNING AT NATIONAL LEVEL

In Pakistan all national development plans are to a certain extent, integrated plans. They spell, out certain general objectives, which should be accomplished by the nation as a whole during the plan period. To achieve this, a national planning agency directly responsible to the chief executive of the nation (President or Prime Minister) usually coordinates the planning.

But although national plans usually cover all aspects of economic and social development, and have chapters on all-important sectors that, by it, do not make them integrated development plans. There is a very important difference between individual sectoral plans bound together in one volume and an integrated plan where interactions and inter-linkages among different sectors are properly brought out to ensure a coordinated effort.

PLANNING PROCESS IN PAKISTAN

In Pakistan, all development schemes emanating from various provincial and federal government agencies come to the attention of the planning commission. The provincial authorities have the right to approve projects with a total budget of less than 60 million rupees. For federal ministries this right is confined to projects costing less than 20 million rupees. Information on all approved schemes is sent to the Planning Commission the Ministry of Finance and other concerned Federal Government agencies for information. The Planning Commission retains the right to veto the schemes approved by provincial or other federal authorities under exceptional defined, circumstances.

The Planning Commission invariably processes the development schemes costing over Rs.60 million of the Provincial governments and costing Rs.20 million of Federal Government. These are finally approved either by Central Development Working Party (CDWP), headed by the Deputy Chairman, Planning Commission, or by the Executive Committee of National Economic Council (ECNEC), headed by Finance Minister. But in the Peoples Party's government ECNEC was headed by the then Prime Minister. All such schemes are submitted on the prescribed PC-I form to the Development Authorization Section of the Planning Commission. These schemes are further sent for detailed scrutiny to the various sections, of the Planning Commission.

After approval the projects/schemes are sent to the Project Wing. This wing is mainly responsible for monitoring and evaluation of public sector projects.

Whether national development plans remain a compilation of sectoral plan submissions, or can be forged into genuinely integrated plan of action, depends largely on the power, competence and authority of the national planning agency vis-a-vis the sectoral, departments or ministries. Recently it has been seen that this power enhanced in most Asian countries. What started out as poorly staffed, adhoc bodies with very limited authority have in many cases grown into such all important nerve centers of national development planning as Indonesia's BEPPENAS, Malaysia's EPU, India's Planning Commission, the Philippines NEDA or Pakistan's Planning Commission.

However, a number of problems still block the way to integrated development planning at the national level. These problems include the following:

a) The authority of national planning agencies is, as a rule, restricted to the so-called development budget. The vest resources allocated under each department's or ministry's recurrent or routine beget remain, if not unplanned certainly insufficiently integrated. Criteria to specify what are to be included in the development budget and what is to be left to the recurrent budget are often fluid and arbitrary.

b) National planning agencies frequently lack the independent and comprehensive information networks on which planning have to be based. Dependent on date supplied by sector, they are not always able to verify the premises on which sectoral plans are built. Also they tend to be at the diagnostic stock taking stage of the planning process and are reluctant to make the hard decisions, which their integrative function often requires.

c) In federal structures and in countries where planning is becoming increasingly decentralized, national planning agencies may be immobilized by lack of proper representation at the State, Provincial or district level.

INTEGRATED DEVELOPMENT PLANNING BELOW THE NATIONAL LEVEL

In a country like Pakistan it may create several developmental regions as testing grounds for integrated development planning and in order to speed up their development and to cease the centralized bureaucracy. These regions frequently center on so-called growth poles. Implanting the concept of growth poles in development needs integrated planning. These poles cannot be developed in isolation; they need the support of the surrounding regions. The basis for this kind or integrated planning is thus the interdependency of several regions, districts or localities.

There might also be need to integrate planning on the basis of homogeneity of regions in respect of those features which from key variable for the purposes of development. Similarity of economic and marketing conditions, of geophysical features and resources, of health and educational services, of population settlement patterns, and of cultural and linguistic traits, these and other commonalties may combine to form a certain area into a homogeneous or near homogeneous region.

That homogeneity should be an important criterion in defining a region is clear. Where the needs, constraints and possible solutions to development planning are similar or the same, the task of planners is much easier than in an area which includes both advanced industries and subsistence farming, crowded cities and depopulated backwater districts and people of different tongues and race.

Problems arise, however, where administrative or political units within a country (i.e. districts, provinces, or states), cut across the more logical boundaries, which define homogeneous regions for the purposes of integrated development. If planning is tailored to the present administrative sub divisions, coordination and integration may be less difficult, but market heterogeneity in the area may complicate the task for planners. If conversely, a homogeneous region cutting across administrative boundaries is taken as a basis planning remains in jeopardy unless the traditional, administrative set up accepts the newel defined regions.

The most important application of the concept of integrated development planning for homogeneous regions is that of integrated planning for rural development. Rural areas throughout Asia are characterized by similar symptoms of backwardness: subsistence agriculture; lack of roads, marketing and credit facilities; poverty, underemployment, malnutrition and illiteracy; inadequate education and health care; ingrained power structures and apathy coupled with rural exodus. The failure of ill coordinated, sectoral planning approaches to penetrate this multiple and interlined problems of rural areas have becomes all too apparent. And by the same token, planners have realized that only in the framework of integrated development planning can be massive task of rural uplift been successfully tackled.

From the standpoint of education, this means that education and training programmes in rural areas must be linked to a vigorous policy of developing agriculture, rural crafts, and agro-based industries. It also means that education and training programmes are liable to fail unless they are reinforced by improved means of transport, rural banks, health and nutrition programmes et just as all these complementary factors of rural development are in turn greatly dependent on education.

EDUCATION IN THE FRAMEWORK OF INTEGRATED DEVELOPMENT PLANNING

Educational planners cannot afford to ignore the advantages of integrated planning. The lesson they have to learn is that education if planned in isolation, seldom provides the demoniac by which people and countries get on to the path of self-sustaining development. In this role, it is a vital factor. Education's linkages with other factors in an integrated planning process are of two types; spill-ins i.e. benefits education draws from other sectors or sub systems of society, and spill-outs i.e. benefits which other sectors or sub-systems draw from education.

Spill-ins may include the following:

a) A road network making schools accessible to everybody.

b) A well-developed system of mass media (newspapers, TV, radio) to support educational activities.

c) The availability of qualified persons (doctors, agricultural extension workers, nutrition specialists, mechanics, etc) who may share there specialized knowledge with students and teachers.

d) The existence job factories to be utilized for on the job training

e) Good health and nutritional standards in the area that is conducive to the academic performance of school children.

A few examples of spill outs would be:

i) Education institutions turning out graduates with specific skills needed for industrial projects in the region

ii) The setting up of secondary and higher education institutions, which may prevent educated youth from migrating out of the region.

iii) Adult education opportunities, which may help villagers, adopt new nutrition, consumption, and child rearing and framing patterns.

iv) Educational programmes enabling members of newly established co-operatives to carry out their functions competently

v) The availability of school facilities serving multiple uses as centers of community development.

Thinking in terms of spill-in and spill-out relationships between education and other aspects of development helps us to pinpoint the essence of the integrated approach to planning; integrated planning aims at maximizing the number of beneficial spill-in and spill-out relationships among the different elements of the development process. In the traditional type of poorly coordinated sectoral planning, these spill-ins and spill-outs tend to be zero or even negative. It may be a worthwhile exercise for you to extend the above list of possible spilling and spelled effects, thinking of a particular region in your country that you know from personal experience.

In practice, educational planners are afforded more than one opportunity to tie in their plans with integrated development schemes that are already in existence. In Malaysia, for instance, the growth pole and re-settlement schemes conceived by the Federal Land Development. Authority is still awaiting a systematic input from educational planners. In Indonesia, the Department of Transmigration operates a huge programme of resettling people from the overcrowded island of Java to less populated regions of the country again without any significant involvement of educational planners. Accelerated development schemes for certain disadvantaged regions are underway in many other Asian countries providing educational planners with an excellent chance to get practice in the techniques of integrated development planning.

THE INSTITUTIONAL BASIS FOR INTEGRATED DEVELOPMENT PLANNING

The effectiveness of any integrated development plan will depend strongly on the degree of delegation of authority to the appropriate officials, horizontal communication among these officials and an effective coordinating body. It will require a precise definition of the powers and responsibilities for programme planning, implementation and control at various levels. Integrated planning without the attributes of sovereignty is bound to be a barren exercise.

Horizontal communication among the various planning and implementing agencies has to be established by having formal or informal planning exercises and consultations. At crucial moments in these exercises, the head of the planning commission should chair the sessions.

The institutional set-up probably most conductive to achieving the above working relations is the establishment of what some countries call development councils at the national as well as at the regional level. Such councils are headed gay a senior minister or a senior official directly responsible to the Prime Minister or President at the national level and by the provincial governor or a person of equivalent rank at the sub-national level.

In the case Pakistan, there would a ministry of Human Resource Development. This will work as coordinator among various sectors of the economy and mainly be responsible for integrated development planning in the countries

Only when such a powerful coordinating body is in existence, can another foundation stone of or integrated regional planning be laid. A baseline survey, covering the widest possible area of issues, achievements and problems is a necessary pre requisite for integrated planning. In a sectoral structured administration with little or no coordination, surveys of this kind will have every chance of remaining incomplete or inconsistent.

What should be the scope and content of a baseline surveyor the purpose of integrated development planning? The following minimum list suggests itself.

1. **Natural factors**
   Mineral and water resources, climate, topography land use and social characteristics.

2. **Population factors**
   Age structure, distribution and density, growth rate, migratory flows, and also levels of income employment and consumption

3. **Economic factors**
   Types of industries, occupational requirements, the availability of markets, the existence of cooperatives, linkages with other regions, and the potential for economic growth.

4. **Educational factors**

The educational attainments of the population, the structure and trends of the student population, the location and conditions of schools, teacher supply, out of school education and training programmes.

5. **Socio cultural factors**

Health and child care services, family planning practices, the social structure, ethnic and linguistic feature, cultural institutions, significant attitudes and values of the people.

CONCLUSION

In the first part of this article we have briefly discussed what does it mean by development? We have discussed about various models of planning. And we have also described the relationship between education and overall economic development of the economy.

Second part of the unit described the shortcomings of the sectoral approach to development planning, and weighed it against the merging concept of integrated development planning. Integrated planning implies intensive coordination among government agencies with regard to substance space and timing, while their plans are still in the process of being formulated. In sectoral planning, coordination is attempted only after sectoral plan has been approved for implantation.

Integrated development planning may be undertaken both at the national and at sub national levels. It also offers considerable scope for cooperation across national boundaries. However, without a proper institutional basis integrated development planning is unlikely to work. At the national level, a competent and powerful national planning agency is indispensable whereas at sub national levels the sectoral government departments need to delegate certain among of authority to so-called development councils.

Asian countries are urgently at various stages of transition from sectoral to integrated development planning. In some, this goes hand in hand with a progressive decentralization of the entire planning machinery, and a concentration of planning efforts on specific in the country. The study of these current trends in the practice of development planning should be of the greatest interest to educational planners of Pakistan.

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THE NEED OF INTRODUCING COMMUNICATIVE SYLLABUSES FOR TEACHING ENGLISH IN PAKISTAN

By

Abdul Hafeez *

ABSTRACT

English is taught as a compulsory subject at different levels (mostly from class I to BA/BSc level) mainly using grammar translation syllabuses in Pakistan. The teacher plays a dominating role in the classroom and the students are rarely involved in the teaching – learning process. The syllabuses put emphasis on the usage rather than the use of language. The students are given intensive practices in reading and writing. The purpose is, however, not to develop their skills but to prepare them for their exams (Hafeez 1997c). As a result, they learn the grammar rules and acquire limited reading and writing skills but are hardly able to use English for different communicative purposes (Hafeez 1997c, 1998b). This paper, keeping the importance of English and the objectives of teching this language in the country in view, makes an attempt to explain how the situation can be improved by introducing communicative syllabuses.

IMPORTANCE OF ENGLISH

English is a very important language in Pakistan. It is the medium of instruction in the institutions of higher education and is widely used on radio and television in the country. Several newspapers, periodicals and books on different subjects are published in English. It is the official language of all the government departments and private organizations in Pakistan. The knowledge of English is considered to be essential for

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getting good jobs as exams and interviews for civil services, armed forces and other attractive posts are conducted in this language. In fact, it enjoys the position in Pakistan which no other language does (for details see Abbas 1992, Gilani, 1996, Gilani & Gilani 1998, Hafeez, 1996, 1997a, 1997b, 1997c, 1998a, 1998b, Malik 1996).

OBJECTIVES OF ENGLISH LANGUAGE TEACHING

Keeping the importance and the need of the learners to learn this language in Pakistan in view, the objectives of teaching English, broadly, are as follows:

- i The students need to learn the language to use it for communicative purposes.
- ii They need to develop their listening skills so to understand instructions from their superiors if they are doing job, and they are able to understand lectures, etc if they are studying in a situation where medium of instruction is English and so on.
- iii They need to develop their spea king skills so that they are able to speak English with some confidence while being interviewed for jobs, and If they are studying in English medium institutions, they can speak to their teachers and discuss different things with them in English and may have to speak English in other situations.
- iv They need to develop their reading skills to comprehend different types of texts.
- v They need to develop their writing skills so that they can write different things such as writing reports, etc if they are in job, and taking notes, attempting question papers for which they will need to describe and narrate things, and so on if they study in English medium institutions after doing their Intermediate and may fulfill other different needs in terms of writing for details Hafeez 1996, 1997b, 1998b).

COMMUNICATIVE SYLLABUSES

BACKGROUND

Before the communicative syllabuses were introduced, it was felt that the other syllabus types, which put emphasis mainly on teaching of grammatical points, were not able to prepare the learners to use the target language in real life situations. According to Wilkins (1976), this problem had become specially urgent in Europe where the European Community had expanded and grown in importance bringing countries closer together and yet each member country had its own language(s). A study was commissioned by the Council of Europe to examine the situation and then make recommendations for improving the situation so that the people from the member countries could communicate for survival as visitors to a foreign country or with foreign visitors to their own country. For this purpose, different language learning theories and language teaching models were discussed and examined and it was agreed that 'Language Acquisition' is the model for learning a second language, i.e. to design syllabuses on the principles based on the Mentalist Language Learning Theory (see Aitchison 1983, Littlewood 1996, Wilkins 1985). Efforts were also made to offer solutions to the problems of classroom organization and the relationship between teachers and students. It was felt that not only the knowledge of rules but also the ability to use these rules for determining appropriate use of language in living situations had to be taken into account. So, attempts were made to specify in practical terms the foreign language learning skills which were needed for communication, and the things which the learners would be doing in the target language were taken into consideration before designing a syllabus (see Cunningsworth 1995). The point that certain ways can be adopted for mastering the target language as it might be very difficult to provide similar situations for teaching a second language as we have in acquiring in our first language was also taken into consideration (see Wilkins 1985).

WHY USE COMMUNICATIVE SYLLABUSES?

i Communicative syllabuses stress the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempt to integrate such activities into a wider programme of language learning. It is believed that we learn language most effectively by using it in realistic situations, so communicative syllabuses aim at developing students' ability to use the target language through activities which actually simulate target performance (Nunan 1989).

ii As has already been mentioned, students know the rules of language but are not able to use them for communicative purposes. They need to have both the knowledge of usage as well as use as it is not sufficient for learners to simply have knowledge of target language forms, meanings and functions, they must also be able to apply this knowledge in negotiating meaning while communicating (see Larsen - Freeman 1986, Widdowson 1978). Widdowson (1979:118) also supports this view:' One kind of meaning is that which language items have as elements of language systems and the other is that which they have when they are actually put to use in acts of communication'. The communicative syllabuses pay due attention to these points.

iii According to Brumfit (1981) while using language, we negotiate our meaning by interacting and adjusting to the shared knowledge, the assumptions and also the linguistic ability of the person we are talking to. Even in reading and writing, we are constantly trying to interpret the intentions or the interpretations of the writer or reader and adjusting ourselves accordingly and so communicative syllabuses not only arrange to provide ' the repertoire' of linguisticitems but also the 'repertoire of strategies' for using them in concrete situations (Littlewood (1981:1).

iv Communicative syllabuses are arranged keeping the needs of learners in view and so are specified not only in terms of language items learners are likely to need but also in terms of the kinds of meaning they may want to express and the things they may want to do with the language. So, the language to be taught is chosen according to the social and cultural relationship involved, i.e. the most socially appropriate form of the language learners are speaking or would speak is selected in order to 'fit in' with the society in which they are or would be participating (Littlewood 1981). And, according to Widdowson (1979:118), communication only takes place when we make use of sentences to perform a variety of different acts of essentially social nature and so the teachers arrange group work and pair work which enable the students to use the language by performing different acts and practising all the language skills. The situation becomes student centred rather than teacher centred.

v Taking into consideration grammatical and lexical items that will be needed by the learners, materials taking into account the different ways in which people use language are developed. They may be organized around topics, or functions of language and they will be so organized that students are forced to try to express themselves through the language, often without much help of the teachers, i.e. the teaching techniques suit he learning situations. Communicative syllabuses see language teaching as an effort to involve `the whole person' that is it can not be treated as a purely technical exercise but it should relate to students' genuine feelings, interests and needs (See Brumfit 1987).

ADVANTAGES

i Communicative syllabuses, according to Richards and Rodgers (1986), aim at developing procedures for the teaching of four language skills that acknowledge the interdependence of language and communication. Thus no skill is ignored as is the case in grammar translation syllabuses as mentioned before and so students can achieve all kinds of competence required for effective communication and the objectives mentioned above can be achieved.

ii Communicative syllabuses offer a classroom where learners use the foreign language and which provides them a point of accountability for assigned work in the form of tasks given to the students which they perform by using the foreign language. They do the activities using the target language which they will need outside the classroom. The activities are communicative and task oriented. Task is an activity which is carried out as a result of processing or understanding language (Breen 1987, Nunan 1989). The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative because it provides a purpose for classroom activity which goes beyond the practice of language for its own sake.

iii The communicative syllabuses make the classroom a small world of social relations in which needs are found or contrived and the second language is put to use and it is shown how things happen as a result of using language and for which the learners have to have the knowledge of linguistic forms, meanings and functions. They have to learn that different forms can be used to perform a function and that a single form can serve a variety of functions. They learn the usage as well as the use of language. The classroom encourages student to student interaction and also co-operation because they can remove the inhibitions of those who feel intimidated by formal classroom activities and so the amount of students' talking time is increased which provides them an opportunity to express themselves in the target language. Not only that but also the students are offered a great deal of practice in making appropriate choices in terms of register, grammatical points, appropriate vocabulary and so on.

iv The communicative syllabuses offer student centred activities in which the focus is placed on the students who become the protagonists of their own learning. The activities are designed keeping in view the level of understanding, the interests and the feelings of the students which are supposed to give them hidden practice of language points without making them conscious of it. The role of the teacher in the classroom is that of a manager, an initiator, a facilitator, and an advisor, etc, who is always there to help and guide the students (Harmer 1991).

v Above all, the materials written or selected for the students reflect the uses (present and future) which learners will make of the language i.e. the materials correspond to learners need and match the aims and objectives of the language learning programme. It helps students to equip themselves for using language effectively for their own purposes.

CONCLUSION

If we look at the situation with reference to the use of English as a second language and the objectives outlined above, we can very confidently remark that communicative syllabuses can cater for the needs of the learners and so it is strongly recommended that communicative syllabuses should be introduced for teaching English in the country as these syllabuses pay due attention to all the language skills and can prepare students to use the language for communicative purposes. They do not offer a situation where teachers play a dominating role; students are equally involved in the teaching-learning process by offering them interesting and motivating activities and teaching materials.

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QUALITY IN SECONDARY SCHOOL

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ABSTRACT

Quality depicts several dimensions of meanings which may be subjective, objective, tangible, and intangible. It is difficult to measure quality, as far as the variables like communication, time organization, flexibility, and reliability are concerned. Inefficiency, incompetence, and wastage are alarming issues for schools. School has to manage its functions while there are various alarming issues and financial constrains. Determination and strategic planning is required to bring quality at each secondary school. The initiatives should be based on some evidence. In Pakistan scarce material resources and lack of technical human resources is a great barrier in the way of quality in school education. Each school faces different circumstances so affairs of each school can be tackled in a unique way. One solution may not be applied in another situation. Proper inputs and processes bear good results viz. quality. Benchmarking is a recommended tool to improve quality without an extra cost.

KEY WORD

Quality, Education, High School,

INTRODUCTION

Quality is the most honourable but the slipperiest term in the filed of education. Sometimes it is used in an evaluative sense, for example as a scale of goodness. Sometimes it is implied to seek some distinguishing

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characteristics. The quality changes in education refer the characteristics of curriculum, methods, students body or teaching staff. Peters says that the word qualities was the Greek word which was used by Plato and Aristotle to Pick out what was distinctive of a thing, its *essence.* A thing's qualities were the attributes which distinguished an item from other types of items. It was also used more generally to pick out attributes of people-usually good qualities. Afterwards a more general use developed. It was normative expressions for intimating excellence or pre-eminence in respect of some quality or qualities in the first more descriptive sense.

The meanings of quality are commitment with customer by creating an atmosphere of satisfaction whereas the potential of each participant is maximum utilized, everyone's contribution in the process of achieving the defined goals is smooth and in an encouraging surrounding, for the betterment of certain organization. Webster's Dictionary assigns these characteristics to quality; grade, degree of excellence, goods of the first quality, worth, and the nobility. Charles (1996) described that several things at the same time can be attributed to quality. According to the context quality depicts several dimensions of meanings which may be subjective, objective, tangible, and intangible (P.P. 1 -11) School is a sector of social service. Quality in services depicts intangible and subjective characteristics of multiple services. Therefore, it is difficult to measure it, as variable like communication, time organization, flexibility, and reliability are included.

OBJECTIVES

Following are the objectives of this study:

1. To define and elaborate the term quality in the context of secondary school education
2. To investigate about the theoretical coconscious and the practical implication to incorporate quality in various subsystems, function and process of high school.
3. To present various models of quality at high school level.

4. To suggest the measures to bring quality in high school education system of Pakistan.

PROCEDURE

This is a documentary study. The historical research procedures have been followed. Investigations were made through literature review that helped in understanding, explaining and analyzing the problem. Past and present trends anticipated vision and foresight to project the future. One aspect of literature was to study those projects of donor agencies that emphasize upon quality in school education. Literature was secondary source of data whereas the primary sources to obtain first hand knowledge were also utilized. Visit of four government schools at Lahore, was part of this study to obtain first hand information. Moreover, meetings with senior staff members and school administrators were also held. Two experts in this area i.e. quality of school education, were also consulted. Then, the discussion, conclusions and findings were drawn.

A REVIEW OF RELATED LITERATURE

Quality is a function of inputs, processes, and outputs whereas the functions of an organization are production and marketing. Hallak (1996) elaborated the system of education in three categories of input, process and output whereas input means resources allocated and used, process denotes to contents, methods of teaching, learning and organization, and output implies to the scale of goodness of pupils who leave school and absorb in different sectors of society. Mellor (1989) refers Rutter that schools contribute in difference to student behavior, attainment, attendance, retention rate, examination success and delinquency. (p. 11) Mellor adds that these differences between schools tend to be associated with characteristics of schools as social institutions. Heyneman and White (1986) admit that it is not easy for developing countries to achieve goals of quality education, however, quality of schooling has its own place for future gains in the long period of time. Research findings show that in the poorest nations of the world quality schooling has played an important role than family background of children. Future economic prospects of poor nations depend on expansion and quality education so both have to be achieved as it has been done in developed nations. (p. 19)

FACTORS CONTRIBUTING FOR QUALITY OF EDUCATION AT HIGH SCHOOL LEVEL

A review of related literature shows the established views on quality of high school education. Theoretical and practical work that has been done for the quality of high school education all over the world depicts the light on important aspects of school education where quality consciousness is necessary.

Ross and Laras (1990) explain that every society has certain explicit or implicit measures or status indicators of educational quality (Mumane, 1987). These indicators can be divided into three classes: educational inputs, outputs, and processes. Educational inputs include financial measures, physical measures, and manpower measures associated with the resources that are provided to students at each level of education. Financial measures include the condition, and comprehensiveness of such facilities as classrooms, laboratories, libraries and use of material and equipment. Manpower or human resources measures include the number of personnel of different types, often expressed in ratios in relation to student numbers at each level. They also include background information about the personnel such as educational qualifications, experience, and perhaps knowledge competencies and attitudes. Educational outputs refer to the consequences of educational process as reflected in measures such as the level of knowledge, skills, and values acquired by students and the later careers of graduating students for example in terms of educational accomplishments assessed by the proportion of students participating in post secondary education. Educational processes refer to the interaction between students and personnel, the curriculum, the course requirements, and offerings, and the organization of the educational environment as well as co-curricular and extracurricular activities. The interaction will be influenced by various other mediating factors such as level of parental and community support and encouragement. (P.P. 72 -73).

Kenneth (1998) has reported about the studies to determine the quality of education in five African countries. The following questions were investigated; What are the characteristics of grade 6 pupils? The age of grade 6 pupils; gender distribution; books in the home; possessions in the home; index of regular meals; parent education; speak English at home; days absent in previous month; extra lesson/tuition, home work, grade repetition were subsequent questions of this factor.

The second question was about the characteristics of grade 6 teachers i.e. age of teachers, sex of teachers, years of academic education and training, years of teaching experience. The next question was about the teaching conditions in primary schools. Teaching materials, (chalk, a wall-? of any kind, a map of Zimbabwe, a map of Africa, a world map, a class room library or book corner, an atlas, an English dictionary) classroom furniture, (a useable chalkboard, a cupboard, one or more bookshelves, a teacher able, a teacher chair) and Pupils books and material in the class room (a textbook, an exercise book, a note book, a pencil, or a ball point, ruler) were the aspects covered through this question.

The fourth question and following queries were about the aspects of teaching function designed to improve the quality of education were in place? Frequencies of testing, meeting parents, teacher perception of the role of inspectors (pedagogical role, critical vs. advisory role, professional development); outcomes of teacher satisfaction, (living conditions, school facilities/ equipment, relationship with others, career advancement, educational outcomes of pupils); teacher job satisfaction (level of teacher salary, seeing my pupils learn, opportunities for professional development, quality of classroom supplies, quality of school management); the next questions was "what was the general condition of school building? That mean the repair status, classroom space, toilet provision, general school facilities (school building, library, hall, staff room, schools' head office, school secretary's office, store room, cafeteria; school grounds: sports grounds, sports area, playgrounds, garden; general services: piped water, well or bore hole, electricity, telephone; equipment: fax machine, typewriter, duplicator, radio, tape recorder, overhead projector, T.V. film projector, video cassette recorder, photo copier, computer). The last question was about the level of access pupil having to books? Classroom Library, school Library and borrowing books were related queries.

Abdul Ghafoor (1991) reports about the SAARC Workshop of upgrading the quality of education in Pakistan. He says that because of the restricted scope of workshop the areas had to be covered in country papers were: vocational emphasis in the curriculum of secondary schools, distance education with special reference to higher education, teacher training, regional imbalances in education. Mukhtar, Ikram and Humala (1989) mentioned the examination system as an effective device to evaluate the educational achievement of a student. They remarked that improvement in educational standards in the country requires: sustainability of candidates for prospective jobs, inadequacy of educational system for preparing students for specialized jobs and practical work, discontent is experienced by parents, students, teachers and general public. The variables affecting educational system are overcrowded classrooms at every level, inadequate availability of teachers, outdated administrative structure, and dearth of facilities to back up sound system of education. it is essential to raise the professional, economic and social standard of teacher, better curriculum and textbooks, creating an atmosphere conducive to learning and teaching and better training, comparable to international standards (p. 1)

The quality of education is poor at all levels in countries of lower and middle income. Students in developing countries have a mean level of achievement below that in industrial countries and their performance shows a much greater variation around the mean. According to A Summary of World Bank Review (1995) the main ways in which governments can help to improve the quality of education are setting standards, supporting inputs to improve achievements, adopting flexible strategies for the acquisition and use of inputs, and monitoring performance. Generally the pupil in classrooms, a textbook for each subject for each student, plenty of books in classes and school main libraries, pen, pencils, piped water, electricity. 3- Teacher academic qualification, more full time female teachers, older teachers (more than 30 years), teachers living in own houses, more academically qualified teachers, smaller pupil teacher ratio.

Warren I. (1989) has pointed out about the programme to improve the quality of education in Australia. This is a new national programme for secondary education. Curriculum development, accreditation, assessment and credentialing, school organization and climate, development of teachers, links with wider community are components of this programme. Fuller and the World Bank appear to adopt efficiency oriented definition of quality. Rutter and others incorporated in their research design variables associated with input, process, output and ecology. (Last one being the interaction between school and its context).

Mellor and Chapman (1984) isolated 14 general factors that commonly were associated with the perception that a school was effective. These are clarity of purpose, stable well defined curriculum, leadership, recognition of achievement, commitment, cohesiveness, staff stability, co-operative interpersonal relationship, sufficiency of resources, positive community relationships, sense of continuity positive student response, student performance on school tasks, co-curricular activities, expectations and standards.

The general concept of quality of education is composed of these three interrelated dimensions: the quality of human and material resources available for teaching (inputs), the quality of teaching practices (Processes), and the quality of results (outputs). The notion of quality can not be limited to student results alone. It should also take into account the provision of teachers, buildings, equipment, curriculum, textbooks, and teaching learning process.

Aletta and Lars (1991) explain that under the quality of education umbrella these terms may be included; contents and methods of teaching, management of education process, what the students learn and who the learners are as well as attempts to adapt education to the changing needs through innovation (Coombs 1969, Mialarets, 1985). The authors stated that general definition emphasizes that the quality of education is reflected in the fit between, on the one hand, the expectations of society expressed in the general and specific objectives of education, and on the other hand, the actual characteristics of the educational processes and the changes observed at the student level. The general concept of quality is complex and multidimensional.

An official document of Bangladesh (n.d.) states that a quality primary school (education system) is one from which all children emerge successfully prepared for their lives ahead, through the consistent provision to all of an appropriate and needs based curriculum, by well trained, skilled and motivated staff, in a conducive, child centered and well managed learning context, in a healthy, attractive and secure environment with decentralized local level planning ensuring proper accountability mechanism and community ownership at all levels.

Unesco (1999) reports about deterioration of education in Palestine. The quality of education has been gravely impaired. Each classroom is occupy with three classes and each class has 66 enrolled students. There is no problem of access yet many children have never been to school and many leave the system completely. School maps need to be revised, the teachers are poorly or unequally paid, and the classrooms are poorly equipped. A pilot project has been lounged with the assistance of funding agencies. The specific goals are;

- Strengthening primary and secondary education.
- Support to curriculum development.
- Educational equipment and material.
- Strengthening teacher education capacity.
- Physical learning environment.
- Pilot project in compulsory education.
- Elaborating a policy for vocational education.

- Supporting the management of educational system with policies, planning and information system.

The World Bank Group (1990) reported that reform agenda for school education at Pakistan included range of curriculum choices, indivisualised curriculum and instruction, new methods of teacher training, local decision making and nom public finances, local authority over institutions. The reports mentioned that input include desks, books, and chairs etc. while outputs contain learning and employment demand. Surat (1992) stated that a number of variables are involved for quality schools, teachers' motivation and competence, school climate and conditions, the quality of school curriculum and instructional strategy. Some countries are rural areas and disadvantaged groups, have least endowed schools. Schools lack physical facilities, minimum teaching equipment and competent committed qualified teachers. That remains often at the periphery of the administration and supervisionsystem.

Unesco (1992) worked for a joint innovative project for improving the quality of teaching and learning. Under this project in Iran preliminary assessment of the low quality of secondary education and measures to improve secondary education were identified. Pakistan developed curricular materials conducive to raising the quality of learning in the context of overcrowded classes, developed methods and strategies for overcrowded classes worked on evaluative research design to monitor improvement in the quality of secondary school students, and worked in the area of management and instructional strategies.

The theme of Chins' work for specific learning needs of first year students in over crowded classes, individualized learning programmes in relation to textbooks, teaching manuals and teacher intervention strategies for individual learning needs. Nepal emphasized upon alternative delivery systems, and appropriate research design that can effect quality improvement.

The focus of Secondary Education Quality Improvement (SEDI) Project, Kingdom of Thailand (1999) is on strengthening the science education by the raising the qualification of teaching staff, modernizing facilities, and expanding the capacity of the Rajabat Institute to provide in service training to teachers, as well as research and technical services to the community. Malcolm M. (1995) worked on these factors of quality; supply and demand, teacher education and employment, curriculum and material development, assessment and attainment, management and finance.

Jacques (1996) reported that some factors of inputs, processes, and outputs are valuable for quality. Particular emphasis is required on availability of resources and mechanism of mobilsing resources for education. In a pragmatic and narrow sense, the participation of teaching profession, the local community, the NGOs, including the representatives of the world of work, representatives of the procedures of didactic materials, of education and finance administration is needed. The quality of process will prove to be a most challenging task to perform not only because of the shift of emphases from rather a static definition of processes (i.e. well defined curriculum, the use of one method or a combination of approaches to teaching, a method of class room management), to a rather dynamic definition of processes (i.e. a combination of input which builds the capacity of education system to improve itself, children/youth/adults to become autonomous in managing their learning, a growing share of non formal and in formal delivery systems where processes may be extremely difficult to assess). In case of teachers two priority tasks should be carried out; train teachers how to participate, and assist teachers develop their new professional identity in a society where outside the education profession (for example members of industry) become part of education profession. During the last two decades the use of standardized tests became fairly generalized, though not in every country, primarily to measure cognitive achievement. We are far less equipped to measure non-cognitive achievement. In contemporary and future societies where far more emphasis will be given to non-cognitive out comes (i.e. behavioral, attitudinal) and where in addition to outcome growing attention will be paid to institutional outcomes, a great deal of research and experimentation is needed to assess the quality of outcomes. A growing use of both certification through schooling and assessment of work experience in evaluating educational outcomes is observed in few countries. As far as fitness is concerned the users of education are the best candidates for defining quality in terms of fitness.

Ernesto (1990) reported the situation of quality in Latin American countries. Extremely high failure rate in primary education, wide depression of national exams results, negative international comparisons and extremely limited access to computers are serious problems in Latin American countries. Some important activities to carried out to improve quality are; the distribution of textbooks is paramount and advances in bilingual education is probably second, massive teacher training and retraining, support given to research and exchange of research results in a regional network are additional signs of increased interest in quality. Ernesto suggested that J. Carll's model to review quality allows discussion of five relevant elements:

- Pre service training: increase in training will reduce the time needed to learn the next educational task.
- Motivation of student: increasing motivation will increase prevention i.e. the time individual is willing to spend learning a given task.
- Span of attention or ability to concentrate on the task during time student devoted to study.
- Learning opportunities or the time allocated for learning a task at least match the time need to master the learning task.

Quality of instruction by improving the way each task is taught by increasing the learning time to the maximum level. According to the author regional research shows that parents' education, timely employment, access to television or urban services and even town size are key factors of achievements. The effect of parent education should be taken into account with regard to simulation given at an early age, as well as, motivation, time devoted to study or quality of instruction. Family support for and interest in children education will increase sustainability in future. Ali Shabbar and others (1989) had worked on teacher development taking it as an important factor of quality. The study investigated these aspects; academic attainment, teacher self image, motives for teaching, pre-service training, job availability, in service training, public attitude, treatment of media, student attitude, bureaucratic orientation, lack of planning time for lessons, non teaching tasks, autonomy in curriculum matters, and feeling of failure. In the following lines brief information of World Bank projects for improvement of quality is synthesized. The objectives of Pakistan Northern Education Project (1995) are; to improve the quality of education by increasing learning achievements and completion rates in elementary education, appropriate teacher training instructional materials, reliable student assessment instruments and techniques to bring closer to childrens' homes, training supervisors and managers, greater community land NGO's participation and to improve community contributions to physical facilities. The objective of Gambia-Third Education Sector Programme (1998) is to improve quality and relevance of basic education by redesigning the curriculum and removing bias in instructional materials. Brazil Basic Education Quality Improvement Project (1994) encounters the Finances for educational materials, school materials, school equipment and furniture, and increase of teacher competence. The primary objective of Secondary School Reform Project Guyana (1966) is to assist government to improve quality, relevance, equity and efficiency of secondary education on long term multiphase basis. Pakistans' educational perspective denotes malice and helplessness. There is a need to work on those ideas and concepts that have been proved fruitful in other countries for similar problems to search out the ways for improvements.

QUALITY AS A TOOL FOR EFFECTI VENESS IN SCHOOL: THREE DESIGN

Stephen and Collins have (1993) examined three implications of quality with reference to schools. These implications are; Quality assurance, Contract conformance and Customer driven.

- Quality Assurance is referred to the determination of standards, appropriate methods and quality requirements by an expert body accompanied by a process of inspection and evaluation that verifies after the examination of extent to which practices meet those standards. The framework for developing published standards is provided by various national bodies, most of which are variants of the Quality systems ISO 9000 Series defined by an international standards agency. Quality Assurance is practiced in schools in a number of ways i.e., teacher evaluation methodologies while evaluation of instruments have been developed and administered by a panel of experts. Some form of inspection, formal evaluation or examination is an essential component of quality assurance. So documented conformance to ISO 9000 is not necessary for quality assurance schools. David and Judith (1994) have suggested some important aspects of school management that need attention for quality assurance. Contract Conformance is second dimension of implication of quality that means that quality specifications are made locally by the person undertaking the work/task during negotiation. Its example is that a student gets admission in school with some special reasons and needs. The need assessment is undertaken and conformance is required for teaching assignments, student performance and in a number of other tasks.

  Conformance assessment is an ongoing process and inspection or external evaluation is not necessary for this purpose.
- Customer Driven Quality refers to meet customers' expectations in terms of fitness for use and is at the heart of quality campaign. Stephen and Colin specify that; customers can define their expectations clearly. When customers can define their expectations clearly. When customers and providers of services think together to define requirements performance improves. All customers

do not think alike however expectations and needs of significant number of customers can be met. (P.P. 40 -50)

DISCUSSION

Quality is not confined to one variable of school programme. On one side quality in inputs and processes is required and on the other side verification of the presence or absence of quality in a school is essential. Parents, community and society are the clientele of education. There are various methods to verify the satisfaction of parents and community. The school has a need to perform its function like an organization. School organization has to provide service to every class of society. The school organization is composed of classrooms, yearly calendar and daily schedules. Each organization interplays with its internal and external environment. The dynamics of environment are made up of several segments of society that not only interplay with each other but also with particular organization. The educational enterprise manages its functions to reach certain desired targets efficiently with allocated resources.

Inefficiency, incompetence, and wastage are alarming issues of schooling that can be handled only with quality. School like any other organization has to manage ts functions within available resources. Global economic constrains have shown the way to governments and the public to initiate for quality measures. School management in all over the world tries its best to stand for quality to survive in competitive educational enterprise.

FINDINGS AND CONCLUSION

The purpose of this study was to find out the ways to incorporate quality in secondary schools of Pakistan. The following findings were drawn.

1. In Pakistan scarce material resources and lack of technical human resources is a great barrier in the way of quality education. Investigation about specific strengths and

weaknesses in each secondary school inputs, processes and outputs would be a first step in the right direction.

2. Prolong preparation and strategic planning is required to bring quality at each secondary school. Continuous and in-depth work is required for quality of education. The initiatives should be based on some evidence. Without appropriate investigation of the each school environment, the goal can not be achieved.
3. It is essential to identify significant prevailing favourable and unfavourable factors present in subsystems of a school system. After identification of negative and positive forces, strategic planning may be possible. It is worthy to develop indigenous models. Such modal may be followed confidently as compared to following the modals of other countries. Indigenous modals will provide appropriate guideline in right direction even to new comers interested in designing their school programme according to local needs. The base line studies provide initial information to remedy the problem.
4. Action researches may be conducted to diagnose the problems and to initiate the remedial programmes to achieve the quality.
5. Participation of each person is an important clue to bring positive or desirable change in a school. Each school faces different circumstance so affairs of each school can be tackled in a unique way that may not be applied in another situation. So the wise use of the wisdom of present saff at each school is essential to incorporate quality in input, process and output variables in each secondary school.
6. Proper inputs and processes bear good results viz. Quality. Good input without proper process is vague and appropriate processes without proper input cannot give desirable results. Each factor of input variable is important. The conditions and circumstances of each educational institution vary. Therefore, the process variables of quality at secondary education institutions vary due to the

surroundings of school, socio-economic status of parents of children, and many other input factors.

7. There are many simple and complicated output variables to assess the quality of an educational institution. Initially, the assessment about the quality of a school should be based on simple variables like results, parent's satisfaction etc. Afterwards student's placement and socio -psychological parameters may be assessed.
8. Benchmarking is a recommended tool to improve quality without an extra cost.

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CULTURAL LINKS BETWEEN BALTISTAN AND LADAKH

By

Muhammad Hassan Hasrat*

ABSTRACT

This paper will focus on the cultural links between Baltistan and Ladakh with reference to language, folk songs, epics, food, healing system, architecture, land farming and other cultural aspects as well as changes taking place in these sectors. This land, i.e. Baltistan and Ladakh has remained a mystery to the researchers as well as its inspiring culture has always been an attraction to mankind from time immemorial.

INTRODUCTION

Baltistan and Ladakh are lingually, ethnically and culturally an un-dividable social unit and jointly well known as "WESTERN TIBET" in the ancient geo-political history of the region. Baltistan was internally known as "NANG GON" i.e. homeland or "BALTI YUL" the land of Baltis while Ladakh was named "MAR YUL" i.e. red country. The valleys of Baltistan and Ladakh are situated in one geographical zone hemmed in all sides by the snow clade Karakoram and Himalya ranges. The great river Indus as well as Shayoq, Suro and Dras rivers, flowing from Ladakh to Baltistan, are the eye witnesses of the ups and downs of the civilization of these regions. Baltistan and Ladakh were called in the Indian Mughal History as Little Tibet and Great Tibet respectively. Both the regions have the similar entity since pre-historic period except the religious traditions of Buddhism and Islam at a later stage. The people of Buddhist Ladakh refer the Baltis as Shia sect of Muslims whereas term of "BALTI" is actually a geographical name of present Baltistan and not related to religion. So, both regions are host to an ancient and typical

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culture that has been defended by the inhabitants for a score of centuries against out-side interventions and influences.

RACES AND LANGUAGE

Most of the population of Ladakh and Baltistan belong to the racial group of Mongolian orgin, well know as Tibetan. However, atleast 40% population is the Aryan stock and admixture blood.

The dialects of these regions are basically a Tibeto-Burman branch of Sino-Tibetan language called "Balti" in Balitstan and Ladakhi in Ladakh which is spoken in the whole region of western Tibet with bit colloquial differences. The writing script is Tibetan origin not only in-forced in Tibet, Saichhuan, Qingai, Ganso and Yunnan of China, Sikkim, Bhutan, Ladakh and in a part of Nepal but also spread upto Baltistan. Although this script has been ignored in Baltistan and Kargil for more than five centuries just after diffusion of Islam but it is an un denying fact that the pronunciation of Balti dialect is regarded as more classical and proto Tibetan by the learned linguists. Baltistan is rich for poetry and literature but all these literatures are in Arabic-Balti script.

TRADITIONAL MYTHOLOGY

The traditional mythology of Tbetan originated *"BON"* religion is still unconsciously in existence in Balti and Ladakhi society even after diffusion of Buddhism and later on Islam since a long time. It has been observed that the illiterate people of the region hypothetically imagine that a kind of immortal diety *"HLA"* and its feminine *"HLAMO"* as well as its evil sex "HLU" are in existence in this human world and the wild animals such as ibex and deer etc are their pet animal.

The holy sign of Bon religion "Yung Drung" i.e. anti-clockwise swastika (卍) which was converted into clockwise (卐 by the Buddhist faith and both of these are found in the old architecture of Baltistan at this time as well. In the past, it was considered as an emblem of peace and good fortune. Moreover, light influence of Buddhist architectural influences can also be seen in the old Islamic mosques in Baltistan. Both the clockwise and anti-clockwise signs of swastika are still found in the architecture of the "Chaqchan" mosque of Khaplu Baltistan.

EPICS AND FOLK TALES

The well-known Kesar epic is the treasure of Ladakhi and Balti culture, language, ancient history and social sciences as well as it is an important and co-related folk heritage of the Tibetan cultured regions from Amdo in the far east to Baltistan in the far west. According to all versions of this legendary saga, Kesar was a powerful warrior kind who invaded and conquered many independent and autonomous states near around his country named *"LING YUL"*. There are different views about the location of *"Ling Yul"*. However, Baltistan, Ladakh and Tibet are said to be under the jurisdiction of state of *"Ling Yul"*. According to the Balti narration of the epic, Kesar was borne in "Harda" of Rundu valley situated in Baltistan due to which it was called "*NANG GON*" i.e. homeland. It is narrated that *"HUR YUL"* i.e. the present Sinkiang province of China was also invaded by Kind Kesar with his joint force of *"Ling Yul"* to rescue his abducted beloved wife "Hlamo Blugmo".

More over many folk tales such as Rgialu Cho Lobzang, Norbu Zangpu and Shing Khan Chandan are considered to be the combined fold literature of Baltistan and Ladakh. These fold songs reflect the relics of "BON" as well as Buddhist faith.

FOLK SONGS

Balti and Ladakhi folk songs are the rich sources of historical and cultural information about Baltistan and Ladakh as well as reflect the age old links between these territories. Besides many historical folk songs are the common property of folk lore for these regions.

The songs of praise are called *"Gul Lhu"* in Ladakhi and puriki while "Stod Xlu" in Balti folk literature. There some *"Gul Lhu"* or "Stod Xlu" are popular Ladakhi and Balti folk literature, for example.

A Ladakhi folk song titled *"Skardu Lhu Yul"* is a praise of King Maqpon Ali Sher Khan Anchan of Skardu and *"Chopa Rai pa"* is another song in praise of King Imam Kuli Khan of Shigar Baltistan respectively. A patriotic Ladakhi song titled *"SHAR LHU CHER"* is attributed in praise of King Hatam Khan Yabgo of Khaplu Baltistan. Moreover asper a historical narration, after conquest of Ladakh, Jamyang Namgyal was arrested by Ali Sher Khan Anchan of Skardu and Anchan married with her daughter who later on divorced by him. The divorced princess created a song named Hilal Bagh in praise of Ali Sher Khan Anchan in which she says that when she saw the royal garden of Hilal Bagh Skardu, roses and HALLOW flowers were blooming but she says that those flowers were actually Ali Sher Khan Anchan.

On the other side, some Balti folk songs are also in praise of the former rulers of Ladakh and Kargil such as Khri Sultan Cho, Murup, Mulbek Kalon, Ati Hembabs and Chopa Hasan Khan of Chiktan are worth mentioning.

These folk songs give messages of love to the people of Ladakh and Baltistan by each other. The Dogra invasion over Kargil, Ladakh and Baltistan was a very aggressive adventure in which the brave warriors of Ladakh named Murup Stanzen and Kalon Rahim Khan of Chiktan were arrested and brought them to Skardu by the Dogra force. Kalon Rahim Khan was a descendent of Chiktan ruler and well known freedom fighter against dogra aggressions who killed at Skardu by order of Wazir Zor Awar Singh after sever punishment. It is said that his limbs were cut off and put into the boiling cauldron of oil. His ears, nose and tongue were cut off and then he was let off in the ground. But his young wife knowing what has happened to her husband at Skardu and suspecting harm at any moment anxiously awaits his return signing a song in his praise titled Wazir Thaqring. On one side Raja Haider Khan of shigar revolted against dogras in Baltistan while Murup Stanzen of Ladakh was also in league with Gialpo Ahmed Shah of Skardu on the other and proved himself a renowned freedom fighter. Murup Stanzen was arrested and taken by the Dogra force as prisoner on the way to Skardu. His hands and feet were fastened with chains and walking on bare-footed. When Murup Stanzen reached in a sandy desert of Skardu, he helplessly fell down. At that time when an anonymous person of Skardu saw this situation of Murup Stanzen, he sang a song expressing his feelings of sympathy with him. Another version says that this song was the expression of the wife of Murup Stanzen named Salam Khatoon.

MODERN POETRY

Balti poetry of Islamic age like*MANQABAT* of the holy prophet Muhammad and Aale Muhammad (PBUT) as well as *MARSIA* i.e. elegy of the myrtars of Karbala are popular in Ladakh particularly in Purik areas as many poems of Islamic subject of Balti poets are frequently broadcasted from Radio Kargil and Leh. Besides the Balti *GHAZALS* created by the poets of Baltistan are said to be very popular in these territories.

SOCIAL TRADITIONS AND FESTIVALS

Simple and natural concept of the society and family formation was established in Ladakh and Baltistan from the pre-historic period based on Tibetan civilization and the same tradition is in practice in all over the territory with partial differences.

Since the society of these regions is based on racial and human relatives due to which its process is concretely stable.

The social traditions and festivals other than the religious rituals, are celebrated in the similar manner in both the regions among which festivals of *LOSAR* i.e. new year and *MAYPHANG* i.e. seasonal illumination to be held in December are worth mentioning.

GAMES AND SPORTS

Most of the folk games and traditional sports are co-related *POLO* the world fame game locally originated here during the pre-historic period approximately before Chiristan, is still playing in Baltistan and Ladakh with unique and typical style.

According to the historians, Polo game was introduced in Ladakh by Balti peoples centuries earlier. Besides, archery, hide and seek, wrestling, mountaineering, and singing as well as dancing are the joint recreational activities of the people of Baltistan and Ladakh.

FOODS

The local foods of Ladakis and Baltis are very simple like their nature. Thick bread of wheat and barely, roasted flour, milk and diluted milk called *Lassi* (لسّی) butter and salted tea are the common food here and there. Particularly *ZAAN* prepared from barley flour, salted tea with butter and *CHAPHAY* well known as Tsampa in Ladakh are considered to be the national foods of both the regions. A sort of macaroni prepared from wheat flour boiled in water called *PHUR PHUR* are still in force in both the regions. It is narrated that the green salted tea was introduced in Baltistan by Ladaki brethren.

Now, with the influence of modern civilization, changes are coming in the styles and verities of these traditional foods. Cakes, biscuits and sugar tea are in general use while English, Kashmiri and Punjabi foods are becoming popular while use of peppers and spices are increasing in Balti and Ladakhi society day by day.

FARMING

People of both the regions are subsistence farmers growing wheat, barley, millet, potato and various kinds of vegetables in small fields in the irrigated areas. The villagers of Baltistan and Ladakh nourish cattl's like goat, sheep, cow, ox and yak as well as its many kinds of cross breading namely Bzo, Bzomo, Tol, Tolmo, Gar, Garmo, Gir, Girmo, Hloq and Hloqmo etc. Yak and its offspring's are the special species of pet cattle's found merely in the geographical zone from Baltistan to Mongolia and in the surrounding regions. The people of Baltistan and

Ladakh foster these animals take to high mountain pastures each summer. The income from cattles called *"BJON"* is a concrete economic system in both the regions and this system was spread from Ladakh to Baltistan.

GENERAL TRADITIONS

The Tibetan Calendars are based on a circle of twelve years is called *LOSKOR* in which every one of twelve years is dedicated to an animal and sixty years of *RABJONG* is an interesting system and was invogue in not only Baltistan and Ladakh but also in Tibet and surrounding regions as well since centuries earlier. However, the same is now out of practice in Baltistan at least for the last one century.

The *"amchi"* system of traditional healing of Tibetan origin is still in practice in both the regions. The old people of Baltistan still remember the appreciable performances of Ladakhi "amchis" rendered during the pre-partition period and it is said that they were very expert in this field.

It is worth-mentioning here that the act of philanthropy and in offensiveness is still the common inheritance of the society in Baltistan and Ladakh whereas there were ruled by various adventurous kings in the past.

So the history, besides all other cultural values of Baltistan and Ladakh, was co-related because a vast area from Purang in the east and Broshal-Chitral in the west has been an allied state under the Maqpon dynasty of Skardu from 1580 to 1840 AD and the regime of Ali Sher Khan Anchan the great was the golden period in its history. The royal families of Muslim state of Baltisan and Buddhist state of Ladakh were intermarried. Although the rulers of Baltistan and Ladakh had been quarrelling against each other in the past but the public have always been trying to create the atmosphere of brotherhood between the two territories. There no religious conflict occurred between the two regions in its long history. Even Ali Sher Khan Anchan of Skardu invaded

Ladakh in AD and after fall of Ladakh, the territory was again returned back to Raja of Ladakh. However, an agreement was passed to send an annual tribute to Skardu which remained in tact till the time of dogras conquest in 1840.

After passing more than six hundred years of Islamic preaching in Baltistan and being 100% Muslims population, the archeological sites of Buddhist era in Baltistan are still preserved such as *MANTHAL* Budha rock in Skardu and the ruins of *BOTI CHO KHAR* i.e. the palace of Buddhist Raja situated in Part Kharmang are worth mentioning.

It is also a matter of fact that a great number of refugees of Kargil and Ladakh are settled in Baltistan who migrated in 1948, 1965, and 1971. They have been allotted lands in Skardu and provided monetary resources by the government of Pakistan for their settlement.

TRADE

In the past, Baltistan and Ladakh had closed links in the field of trades as well. They had to exchange kinds to kinds. Butter, dry fruits like apricots, kernels of apricot walnuts, turnips and utensils make of stone were exported from Baltistan to Ladakh while salts, wool and green tea were the important exportable items of Ladakh to Baltistan. The Balti traders had the honour to export a large quantity of apricot due to which Baltistan was called 'the land of apricots". The trade was traditionally carried out in a friendly and cooperative atmosphere providing food and fodder for the animals of the trading caravans by every one. There were constructed resting huts called *SARAI* at many places to stay the travelling parties as some places are still know as *BOTI BRANGSA* and *BALTI BRANGSA* meaning resting spots of Buddhists and Baltis.

It has been a unique tradition in Baltistan and Ladakh since a pre-historic period to send folk songs to each other as a source of message. Every body of these territories were well conversant with the background of these folk songs and understood the objectives of the sender of the message.

CONCLUSION

What emerges from this study is that the culture of Baltistan and Ladakh is homogenous. General masses of both the regions have been remaining very closer to each other with a brotherhood atmosphere even at the time of clashes during the regimes of local monarches. Moreover joint culture of both the community are quite unique and classical remained hidden for centuries defending by the inhabitants from out side influences. Now the ancient culture of Baltistan and Ladakh is going to extinct in the flow of the storm of modern civilizations. So the intellectuals and writers of Baltistan and Ladakh have to do joint efforts to preserve their dying cultural heritage otherwise they will loss their identity of culture, language and other traditions. Such colloquiums will be proved very fruitful for understanding and rehabilitation of the ancient culture and traditions of these regions.

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WRITING RESEARCH PROPOSALS
A BETTER FRAMEWORK

By

Shagufta Siraj*

WHAT IS A RESEARCH PROPOSAL?

A research proposal is basically an overall plan of the intended research. The main purpose of a research proposal is to show that the problem you propose to investigate is significant enough to warrant the investigation, the method you plan to use is suitable and feasible, and the results are likely to prove fruitful and will make an original contribution. It lays out your ideas and intentions in a clear, concise manner. It also acts as a guide throughout your research, and helps keep you on course.

Writing and submitting a research proposal can be an exasperating experience for even the most experienced researcher. For the beginning researcher, it can be frustrating and discouraging.

WHY WOULD YOU EVER HAVE TO WRITE A RESEARCH PROPOSAL?

1. A research proposal is an initial requirement for carrying out a research since it helps in organizing your thoughts so that at the end you can see whether you have achieved your goals or not.
2. A requirement for an MA/Post graduate degree to be fulfilled by the student before setting out at the research juncture.

In initial stages, the document you need to write will probably consist of three to five pages long. There are no hard and fast rules relating to the length of the proposal yet it must take into account all the

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essential components of a research synopsis and give a general idea of what you are proposing to do. Often it serves as a starting point for discussions with the Department and the supervisor to firm up the topic, methodology and mechanics of your research.

Regardless of its departmental requirement, you should never see writing a proposal as a worthless chore. Indeed, if it isn't formally required, it is a very good idea to write one anyway. You can use it to your advantage. It always forces you to think, to see the scope of your research, and to review the suitability of your methodology. Having something in writing also gives an opportunity to your supervisor to judge the feasibility of the project (whether it is possible to finish in time, costs, the equipment needed and other practicalities to assess its likelihood of success, and its ability to meet the academic standard required of the particulardegree.)

WHAT ARE THE MAIN COMPONENTS AND CHARACTERISTICS OF A GOOD RESEARCH PROPOSAL?

A good research proposal must be clear and consistent and answer most of the following questions

- What is/are the research questions?
- What has already been done to answer the questions?
- What evidence do you expect to gather to answer the question(s)?
- What are the variables in the study and how are they defined?
- Where or from what Ss (or texts or objects) do you expect to gather the evidence?
- How do you expect to collect the data?
- How will you analyze the data you collect?
- What do you expect the results to be?
- Exactly how will the results you obtain address the questions?

- What wider relevance (or restricted relevance) does the study have?
- Are there any suggestions for further research?
- Where can the related literature be found?
- If new materials, tests, or instruments are proposed, what does a sample look like?
- If funding is sought, what are your qualifications (your curriculum vitae)?
- Timetable for the research
- Budget for the research

Taken from: (The Research Manual)

While there are no hard and fast rules governing the structure of a proposal, a typical one would include: **aims and objectives, significance, review of previous research** in the area showing the need for conducting the proposed research, proposed **methods**, expected **outcomes** and their importance. It could also include an approximate time by which each stage is to be completed. It is wise to allocate enough time and effort to writing the research proposal which has a standard format comprising all the elements of a good proposal.

The general format of the research proposal that illustrates the order in which the components of research be placed has been given below.

I **Introduction**

- Background/research setting and current situation: A brief overview
- Identification/statement of the Problem
- Significance of the Present Study
- Hypotheses or Research Questions
- Delimitations of the study (specify the area of research and the population to which the research will be confined.)

II **Literature Review**

- Theoretical and Methodological Issues involved
- Summary of the Research studies of Literature

III **Research Methodology**

- Type of Research (Qualitative, Quantitative etc)
- Design of Research Study (experimental, descriptive, correlation etc)
- Brief overview of your research plan
- Mode of data collection and analysis
- Tools to be used: Questionnaire, Interview, Observation, Experiment, survey etc
- Sample / population

IV **Data Analysis and Findings**

- Type of Data: Qualitative, Quantitative
- Data Analysis by means of:
  a) Classification b) Tabulation c) Graphing etc
- Statistical Analysis, differences etc

V **Conclusion**

- Summary of the Problemand Results
- Implications of the Findings
- Recommendations for Future Research

Bibliography/References
Appendices

1 INTRODUCTION

This section is an introduction to the topic and the subject. It describes the background to the research, particularly the major ideas (or theoretical perspective) from which the research is derived. The introduction explains and indicates why the research is important, valuable or significant. This should be supported with citations and specific information related to the study. Research articles, books, educational and government statistics are just a few sources that should be used here. This section can include brief overviews of articles covered in the literature review that support the need for your project.

The issues raised ideally should be timely, relevant to the problems or trends of the present time, and have broad applicability. Good questions are those allowing theories to be tested or, as when two theories make opposing predictions, be compared. All assertions of fact must be documented. Be careful of any generalizations that you make. It outlines the contribution that the research will make to knowledge.

The introduction **also outlines the goals/ aims of the research by presenting the research question or hypothesis**. Defining the goals and objectives of a research project is one of the most important steps in the research process. Clearly stated goals keep a research project focused. The process of goal definition begins by writing down the broad and general goals of the study. As the process continues, the goals become more clearly defined and the research issues are narrowed.

1.1 *Statement of the Problem and its significance as a research project*

The problem or the situation that your thesis is going to address, should be clearly written in the proposal. You should also present relevant information about why this is an important problem. Describe what precisely you intend to show/argue and *why*. Is your research problem addressing a significant social problem, or is it testing some theoretical hypothesis. Summarize what is known about the problem, define the gap(s) in the knowledge, and state what needs to be done to address the gap(s).

1.2 Objectives/Research Questions/Hypotheses

Hypothesis is a tentative prediction or explanation of the relationship between two or more variables. It may also be defined as **a prediction or the answer to the research question.** Be sure to include in the introduction a clear statement of your hypothesis and how you are going to address it. ***A good hypothesis is comparative, measurable, and falsifiable.***

Identifying the research problem and developing a question to be answered are the first steps in the research process. The research question will guide the remainder of the design process. In other words, the proposer should have a framework and some ideas and questions that are formulated within this framework.

1.3 How to write research questions

Well-designed surveys always begin by committing your research questions to writing. Research questions are not the same as the questionnaire items. Research questions are global in nature. They are the goals and objectives of the study. Questionnaire items, on the other hand, are designed to help answer the global research questions.

Many people begin a survey by writing the questionnaire items. This is wrong. Don't do it. If you begin by writing the questionnaire items you'll lose focus of what's important. Your survey will become a "fishing expedition with a lot of tributaries leading nowhere".

The goals of the study are easily transformed into research questions. Once again, research questions are global and broad, and they are not the same as the questionnaire items. There are basically two kinds of research questions: testable and non-testable. Neither is better than the other, and both have a place in research surveys.

"Non-testable" means that the research question cannot be answered by performing a statistical test. The answers to these questions might be important to know, but the decision making criteria does not involve statistical test.

Non-testable research questions are common in descriptive surveys involving qualitative methodology.

EXAMPLES OF NON-TESTABLE RESEARCH QUESTIONS MAY BE:

- What do teachers and students of distance education feel about the teaching
  aids, courses and methods?

- How can we as coordinators make the best use of the existing methods -----

- How can we achieve the desired results?

Respondents' answers to these questions can be summarized in descriptive tables and the results might be extremely valuable to administrators and planners. Social science researchers and Business men often ask non-testable research questions. The shortcoming with these types of questions is that they do not provide objective cut-off points for decision-makers.

For example, imagine that we've done our survey, and now we need to decide what constitutes satisfactory service? Each of us might give a different answer. There is no exact cutoff point where we would say "yes our students or customers are satisfied, or "no" they are not. When we ask questions like this, it is important to establish a decision making guideline before doing the survey.

HOW TO WRITE TESTABLE RESEARCH QUESTIONS

It is perhaps more important to ask questions that involve decision making criteria. Nearly all testable research questions begin with one of the following two phrases:

Is there a significant difference between ...?
Is there a significant relationship between ...?

Examples of testable research questions are:

Is there a significant relationship between a customer's age and their level of satisfaction with the service?

Is there a significant difference between the level of male and female satisfaction with the service?

HOW TO CONVERT RESEARCH QUESTIONS INTO HYPOTHESES

A research hypothesis is a testable statement of opinion. It is created from the research question by replacing the words "Is there" with the words "There is", and also replacing the question mark with a period. The hypotheses for the four sample research questions would be:

There is a significant relationship between a customer's age and their level of satisfaction with the service?

There is a significant difference between the level of male and female satisfaction with the service?

It is not possible to test a hypothesis directly. Instead, you must turn the hypothesis into a null hypothesis. The null hypothesis is created from the hypothesis by adding the words "no" or "not" to the statement. For example, the null hypotheses for the two examples would be:

There is no significant relationship between a customer's age and their level of satisfaction with the service?

There is no significant difference between the level of male and female satisfaction with the service?

All statistical testing is done on the null hypothesis...never the hypothesis. The result of a statistical test will enable you to either 1) reject the null hypothesis, or 2) fail to reject the null hypothesis. Never use the words "accept the null hypothesis". When you say that you "reject the null hypothesis", it means that you are reasonably certain that the null hypothesis is wrong. When you say that you "fail to reject the null hypothesis", it means that you do not have enough evidence to claim that the null hypothesis is wrong.

HANDY WORDS TO START RESEARCH QUESTIONS ARE:

WHO, WHERE, WHY, HOW, WHEN, WHAT, TO WHAT EXTENT

EXAMPLE QUESTIONS

- WHO was involved/started this/was the cause of this?
- WHAT were the changes/ problems /effects/ results?
- WHAT were the short term/long term causes?
- WHAT were the main events?
- WHAT were the main/ some of the significant reasons for this?
- HOW do these people live/work/obtain food/did this change happen/event come about?
- WHEN did this begin/take place/end?
- WHY did this happen/people do this/change occur?

- TO WHAT EXTENT was this a success/a failure/have an impact on people/ government/economy/social structure/ lifestyle/industry or other things?

- HOW /effective/useful/important/significant was all this?

- WHAT were the long term effects/results/consequences of all this?

- WHAT were the overall term effects/results/ consequences of all this?

1.4 Feasibility of research

The researcher should take into consideration the managerial problems of allocating the resources he/she has. These include: students doing research, money, time and equipment. Researchers should take into consideration that planning research constitutes some uncertainty and consequently the plan should not be very ambitious in one direction only but it should have a spectrum of possibilities as mentioned above.

1.5 Delimitations.

Research should provide a background for any limitations to this study. Be very specific, for example mention clearly the population to which your findings will be limited.

II LITERATURE REVIEW

Literature review has been defined as a critical summary of research on a topic of interest, generally prepared to put a research problem in context or to identify gaps and weaknesses in prior studies so as to justify a new investigation.

The purpose of literature review is to discuss what have others found regarding your research question? From their findings, coupled with *your* research area, develop a logical argument by weaving the arguments nd findings of others into your own argument--in other words, don't have a review simply detailing the findings of others.

Literature review also aims at concisely demonstrating your level of understanding of the research related to your project. This does not mean reciting everything you ever read or know. Only relevant literature should be discussed and that too not in-depth. Rather you should group your literature according to some general topics and only discuss specific studies if they are "landmark" studies for your area of research. The literature review should end with a discussion of how the literature relates to your study.

A literature review involves locating, reading, and evaluating reports of research as well as reports of casual observation, opinion, and projects that are related to the individual's planned research. The review of literature can aid in delimiting the research problem and in defining it better. Also, new approaches or research possibilities may be obtained from a review of the literature. Insight into the methods and measures utilized by other researchers can also be reviewed through background reading. In short, a good literature review is *thorough and complete, logical,recent and original research* ***building case for new study***

III METHODOLOGY

This section outlines the methods which will be used to achieve the research aims. It should describe in as much detail as possible the data collection procedures to be used, whether they be experiments, surveys, questionnaires, observations, participatory methods, case studies, document collection or other methods, for example, to find out how many people prefer pepsi to amrat cola, would you ask people on the street directly, hand out questionnaires, have interviews or rely on observation.

Reference should also be made to the research methods literature or literature specific to the field of study in order to justify the choice of methods. The methods must be shown to be reliable (that is, they can be repeated with the same results) and internally and externally valid.

Internal validity means that the conclusions drawn from the study actually reflect the situation under consideration. External validity means that the results can be generalised to a wide range of situations. This section or a separate section should also describe the data analysis methods to be used. As with the data collection methods, the analysis methods should be justified by reference to the relevant literature. A methodology section can contain a flow chart that summarizes the way in which the various processes involved in the project fit together.

If statistical analyses are being used, the statistical methods should be explained. What do they mean? How are they used? Why are they more applicable here than other similar methods

IV DATA COLLECTION

It is not uncommon for the researchers to collect a considerable amount of data and then realize that they don't know what to do with it. Design the data collection process to make it easy to collect, manage, and analyze. Describe what the physical procedures will be for managing this data. Will you use tables, spreadsheets or databases to analyze the data? Will computers be used to store, manipulate or evaluate it? How will this be done? Who will do it? How long will it take? Will it require special hardware, software, budget accounts, or personnel (such as technical assistants)? What kinds of analysis will be done? How will it be accomplished? How will the findings be presented for interpretation?

4.1 Sample/population

Describe the sample employed and the variables used to test your hypothesis. One should give just enough information here so that others can replicate these procedures (and hopefully come up with the same findings and conclusions as you did).

4.2 How will they be selected

Sampling: the process of selecting a portion of the population to represent the entire population is an important issue.

a) **Types of Sampling**

i) **Probability**: each element in the population has an equal, independent chance of being selected.

Simple random sampling
Stratified random sampling
Cluster sampling
Systematic sampling

ii) **Non-probability**

Consecutive sampling
Convenience sampling
Judgmental sampling

b) **Criteria for good population/ sample**

Clear description of study population.
Appropriate inclusion/exclusion criteria.
Justification of study population and sampling method (bias).
Clear description of sampling methods.

4.3 Data Collection Tools

There is a wide variety of tools ranging from questionnaires, interviews, observations, tests and experiments as mentioned in the first paragraph of the methodology section. Questionnaires are the most commonly used for the collection of data in the survey researches

KEYS TO SUCCESS

Are the words simple, direct and familiar to all?
Is the question as clear and specific as possible?
Does the question have a double negative?

Is the question too demanding?
Are the questions leading or biased?
Is the question applicable to all respondents?
Can the item be shortened with no loss of meaning?
Will the answers be influenced by response styles?
Have you assumed too much knowledge?
Does the question have several possible meanings?

V DATA ANALYSIS (DEALING WITH DATA)

Once you have collected your data, you may need to seek professional advice to analyze the data in order to achieve the answers to your questions however, you will save yourself a lot of tension by seeking help on dealing with data before collecting your data. Think carefully about the structure of your data, regardless of which method you use. Organise your data in a structured way that reflects the intended method, and the analyses that will follow the data collection phase. Which are your independent variables, which are the dependent? How have you operationalized the aims and concepts of your study?

This applies across the entire spectrum of data collection, from qualitative studies (e.g., single case studies, textual analysis), through planned experimentation with clear, numerical outcomes.

CONCLUSIONS

This should summarize your results and discussion. You should include a list of the most important findings of your study in descending order of importance. You should also provide a statement about the possibility of future study. What needs to be done and what does this study contribute? Since this is too often the only part of a paper that some individuals read, it is important to reiterate what you intended to discover and what, in fact, you found.

BIBLIOGRAPHY/REFERENCES

All pieces of literature referred to should be listed at the end of the proposal using the referencing style appropriate to the Department. Before you begin compiling this section, find out what style you are expected to use. It is important to ensure that all the key journals and books in the field have been referred to in the proposal. This demonstrates that the proposal has been developed from a thorough understanding of the important theoretical perspectives and research findings in the literature

APPENDICES

If you have material that is too long to include in a table (raw data, field notes, etc.) or not appropriate to a particular section it should be included as an appendix.

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HUMAN ATTITUDES IN ISLAMIC PERSPECTIVE

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ABSTRACT

Islam is a complete code of life. It is a deen, which stresses on better social living. Human attitudes play a vital role in social life of human beings. This paper is a sort of documentary research in which some verses of the Holy Quran and Sayings of Holy Prophet (PBUH) are presented to develop awareness about the teachings of Islam regarding human attitudes. There are three main parts of the paper. In first part, the human attitudes have been defined. The definitions are taken from different psychologists and researchers of the west. In second part, the verses of the Holy Quran are stated alongwith a little commentary. In the third part, the sayings of Messengerof Allah (PBUH) and finally concluding remarks are stated. It is expected that the paper will act as an active source of persuasion.

INTRODUCTION

Attitude is a necessary aspect of human personality. It plays a vital role in the success or deterioration of an institution or a person. Before discussing the place of attitudes in Islam, it will be worth-while to know actually the concept of attitudes. The following definitions from different authors reveal the concept of attitudes.

1) Mcquire J.W. (1968) state that attitude is more or less permanently elevating state of readiness of mental organization which predisposes an individual to react in a

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characteristic way to any object or situation with which it is related.

2) John C. Ruch (1984, p.546) has defined attitude as "Enduring, often, closely related to cognitive beliefs about and behaviour towards the person or object".

3) Lazarus (1966) has defined attitudes as these are individual mental processes, which determine both the actual and potential responses of each person in a social world. It may be defined as "state of mind of an individual toward a value".

4) Cronbach Lee,J (1969) defines attitude as mental and neural state of readiness organized through experience executing a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.

5) According to Travers (1977), attitude is the predisposition or tendency to react specifically towards an object, situation or value usually accompanied by feelings and emotions.

6) Katz (1974) states that attitudes include the affective feelings liking and disliking, cognitive and belief elements which describe the effect of the attitude, its characteristics and its relation to other objects.

7) Green Donald and Ross (1964) define attitude as a judgement of an object or event that prompts individuals to structure their complex social environments, which is to prepare persons for employment while assuming numerous initiatives.

Attitudes may be positive or negative. Positive attitudes in clude warmth, affection, mercy, polite communication and good deeds, while negative attitudes include hate, aggression, hostility, prejudice and cruelty etc. Shiblee Nomani called positive attitudes as *Fazail Akhlaq* and negative attitudes as *Razail Akhlaq* in his famous book *Seerath-un-Nabi* Vol-6. Hazrat Khadeeja, Hazrat Aisha, Hazrat Ali and Hazrat Anas have expressed the enlightening habits of Hazrat Muhammad (PBUH). They stated that he was the person always encouraging the right, provided assistance to poor, said welcome to guests, used polite communication, liked forgiving, patience and justice, avoided disgrace and assault. He was a model of lenience, broad mindedness, truthfulness and positive behaviour. All these qualities of the Holy Prophet (PBUH) are positive attitudes. He has said that a good word or a smile is a *Sadqa.*

Syed Sulaiman Nadivi and Shiblee Nomane have stated that—attitudes may be used even towards plants. Similarly, animals may not be harmed and human beings may be provided assistance when they are needy and they must be loved. M. Hanif Nadvi has stated that positive attitudes of human beings are vital for living in a society.

Unfortunately Muslim world is targeted very badly. Pious Muslims are blamed to be terrorists and war loving. In this paper verses from Holy Quran and saying of the Holy prophet (PBUH) about attitudes are quoted. From these verses we can assess the demands of Allah and His prophet about the attitudes of human beings.

SOME VERSES FROM HOLY QURAN REGARDING POSITIVE ATTITUDES

Allah the Almighty has explained the necessary attitudes of a leader that he should try to avoid harsh language. Similarly, if someone commits a fault and mistake, the leader must not harm him. Instead of revenge he should try to forgive him and think for his betterment. Keeping in view the same qualities in His Messenger Hazrat Muhammad (PBUH) Allah the Almighty says;

> "It was by the mercy of Allah that thou wast lenient with them (O Muhammad), for if thou hadst been stern and fierce of heart they would have dispersed from round about thee. So pardon them and ask forgiveness for them and consult with them upon the conduct of affairs. And when thou art resolved, then put thy trust in Allah. Lo! Allah loveth those who put their trust (in Him)". 4:159

The superiority of men over women is just like a head over the trunk. They are responsible for protection of their families. The expected attitudes of men are to protect and take care of women and children of their families. Islam has a great regard towards the rights of women and asks the men to treat them positively. Explaining the attitudes towards women, Allah the Almighty says;

> "So good women are the obedient, guarding in secret that which Allah hath guarded. As for those from whom ye fear rebellion, admonish them and banish them to beds apart, and scourge them. Then if they obey you, seek not a way against them. Lo! Allah is ever High, Exalted, Great". 5:34

Islam desires from Muslims that they must be loyal towards their Lord. They should treat their relatives and children etc with kindness and affection. Islam is against the cruelty towards other human beings. Allah the Almighty likes the people with positive attitudes. He liked the prophet Hazrat Ibrahim due to his lenient behaviour. In Surah Hud Allah the Almighty says;

> "Lo! Abraham was mild, imploring penitent".(12:75).

Allah the Almighty advised His two great Prophets, Hazrat Musa and Hazrat Haroon to speak gently even with the most cruel and worst enemy of Allah the (Firaaun). Allah the Almighty likes the Muslims with positive attitudes towards their Creator, relatives and other individuals at risk and dislikes the people who are proud and boastful. He advises the Muslims in His Holy Book Quran as follows;

> "And serve Allah. Ascribe nothing as partner unto Him. (Show) kindness unto parents, and unto near kindred, and orphans, and the needy, and unto the neighbor who is of kin (unto you) and the neighbor who is not of kin, and the fellow traveller and the wayfarer and (the slaves) whom

your right hands possess. Lo! Allah loveth not such as are proud and boastful". (5:36)

As the Holy Quran's main subject is human being, so it has great concern with the positive behavior and attitudes of this intelligent creature. In the Holy Quran, Allah the Almighty has told about 13 qualities of His faithful slaves. Most of these qualities are related with better inter personal relations and attitudes. Enumerating the qualities of faithful slaves of Beneficent (Rehman) mostly the attitudes are taken into account. Following is brief description of the persons included in the category of such faithful slaves:

"The (faithful) slaves of the Beneficent are they who walk upon the earth modestly, and when the foolish ones address them, answer: Peace". (19:63)

"And who spend the night before their Lord, prostrate and standing". (19:64)

"And who say: Our Lord! Avert from us the doom of hell; Lo! the doom there of is anguish". (19:65)

"Lo! it is wretched as abode and station". (19:66)

"And those who, when they spend, are neither prodigal nor grudging; and there is ever a firm station between the two". (19:67)

"And those who cry not unto any other god along with Allah, nor take the life which Allah hath forbidden save in (course of) justice, nor commit adultery--and whose doeth this shall pay the penalty". (19:68)

Allah the Almighty has awarded human being with the power of communication. Using polite language is a sign of effective communication. Such a communication works a lot for persuasion. Stressing over effective communication Allah the Almighty says;

> "The good deed and the evil deed are not alike. Repel the evil deed with one, which is better, then lo! he, between whom and thee there was enmity (will become) as though he was a bosom friend". (24:34)

Islam persuades towards change in attitudes. The negative attitudes can be modified in positive attitudes by forgiving others. Allah the Almighty advises the people not to revenge evil deeds with evil. He tells to forgive the persons who treat badly. The Holy Quran also tells about better living in society and human rights. Three things are considered to be *Haram*' (illegal) because due to these acts mutual respect is harmed, and negative thinking is developed in fellow beings. Allah the Almighty has denied the joke, bad names and backbiting. These negative attitudes are harmful for humanity. The verses of the Holy Quran in this connection are;

> "O ye who believe! Let not a folk deride a folk who may be better than they (are), nor let women (deride) women who may be better than they are; neither defame one another, nor insult one another by nicknames. Bad is the name of lewdness after faith. And who so turneth not in repentance, such are evil-doers". (26:11)

> "O ye who believe! Shun much suspicion; for lo ! some suspicion is a crime. And spy not, neither backbite one another. Would one of you love to eat the flesh of his dead brother? Ye abhor that (so abhor the other)! And keep your duty (to Allah). Lo! Allah is Relenting, Merciful". (26:12).

QURANIC ADVICE ABOUT NEGATIVE ATTITUDES

Allah the Almighty dislikes negative attitudes like unwise aggression, hate, proud and prejudice, etc. The following verses of the Holy Quran reveal advice about negative attitudes. Giving advice to the human beings Allah orders not to behave negatively. The verses of the Holy Quran about negative attitudes are:

> "And walk not in the earth exultant. Lo! thou canst not rend the earth, nor canst thou stretch to the height of the hills". "The evil of all that is hateful in the sight of thy Lord". (15:37-38)

> Allah the Almighty does not like the persons who are proud and who speak unnecessarily loud. Following verses from Holy Quran explain the advice of Luqman (Alaihis Salam) to his son:

> "Turn not thy cheek in scorn toward folk, nor walk with pertness in the land. Lo! Allah loveth not each braggart boaster". (21:18)

> "Be modest in thy bearing and subdue thy voice. Lo! the harshest of all voices is the voice of the a ss".(21:19)

SAYINGS OF MESSENGER OF ALLAH (S.W.A) REGARDING POSITIVE ATTITUDES

Keeping in view the significance of positive attitudes towards women who were treated very badly at that time in Arab culture. The Holy Prophet particularly stressed over the rights of women in his last address. Hazrat Muhammad (PBUH) being sent by Allah as educator and persuader and he really educated and persuaded the people. The changes brought by him in personalities are obvious. That great educator always stressed over positive attitudes. Following are some of his sayings about positive attitudes of love and kindness towards the fellow Muslims and obedience and love towards Almighty Allah:

"Abu Hurairah reported: I was with the Messenger of Allah. The Messenger of Allah said: Surely there are pillars in Paradise made of emeralds with engravings of fine silk thereon. They have got opened doors shining like those of the bright stars. They enquired: O Messenger of Allah ! Who will live therein ? He replied: The mutual lovers for the cause of Allah, audiences of a meeting for the cause of Allah, and those who meet one another for the cause of Allah". (Baihaqi)

"Muaz-bin-Jabal reported: I heard the Messenger of Allah say that the Almighty Allah said: My love becomes compulsory for those who love one another for My cause, and for those who sit together for My cause, and for those who become neighbours to one another for My cause, and for those who spend lavishly for one another for My cause. Malek narrated it. And in a narration of Tirmizi, he said that the Almighty Allah says: Those who love one another for cause of My Magnificence will have pulpits of light which the prophets and the martyrs will envy". (Muslim)

"Eyaz-bin-Himar reported that the Messenger of Allah said: The inmates of Paradise are three (kinds): A king just, true and merciful; a kind man soft of heart for every kinsman and Muslim; and a contended beggar having a big family abstaining from begging. And the inmates of the Fire are five: The weak (in morals) who have got no self-control, who have got followers among you, who neither seek wives, nor property; and the treacherous man whose avarice is not secret for him and who, if he promises, breaks it; and a man who does not get up at dawn and at dusk but to cheat you regarding your family and property; and he mentioned the misers and the liars and the indecent rogues". (Muslim)

"Hazrat Ayesha reported that the Messenger of Allah said: Verily Allah is kind, He loves kindness; and He bestows over kindness what He bestows not over harshness and what He bestows not over what is besides it. Muslim narrated it. And in his another narration, he said to Ayesha: You shall take to kindness, and beware of harshness and indecency. Verily kindness does not occur in a thing dut to adorn it, and is taken out of a thing but to disgrace it". (Muslim)

"Ibn Abbas reported that the Messenger of Allah said: Whoso has been gifted with four things has been given the good of this world and the hereafter: a grateful heart, and a remembering tongue, and a patient body over calamities and a wife who does not seek breach of trust regarding herself and his property". (Baihaqi)

"Abu Hurairah reported that the Messenger of Allah said: The duties of a Muslim towards another Muslim are five: to return greeting, to visit the sick, to follow the beir of a dead man, to accept invitation, and to responds to the sneezer". (Agreed)

"Saoban reported that the Messenger of Allah said: Verily when a Muslim visits his brother Muslim in sickness, he continues to pluck fruits of Paradise till he returns". (Muslim)

"Abu Zarr reported that the Messenger of Allah said: Your smiling over the face of your brother is a charity; and your bidding with good is a charity, and your forbidding evil is a charity, and your guiding a man in a strange land is a charity, and your helping a man who has been deprived of eye sight is a charity, and your removing stones, thorns and bones from your way is a charity and your pouring down from your bucket into the bucket of your brother is a charity". (Tirmizi Rare)

"Abu Sayeed reported that the Messenger of Allah said: Whoso Muslim clothes a Muslim in nudity, Allah will clothe him with green robes of Paradise: and whoso Muslim feeds a Muslim in hunger, Allah will feed him from the fruits of Paradise; and whose Muslim gives drink to a Muslim in thirst, Allah will give him drink from the closed-up Fountain". (Abu Daud, Tirmizi)

Broken homes are more responsible for maladjustment and specifically orphans need more positive attitudes and security to develop a balanced personality. The Holy Prophet Hazrat Muhammad (Suallallah, o, Alaih-e-Wa Sallam) has stressed over positive treatment and attitude towards orphans. Following are some sayings of the Messenger of Allah in this connection:

"Abu Hurairah reported that the Messenger of Allah said: The best home of Muslims is a home wherein there is an orphan who is treated well; and the worst home of Muslims is a home wherein there is an orphan who is treated bad". (Ibn Majah)

"Abu Omamah reported that the Messenger of Allah said: Whoso passes his touch over the head of an orphan, not passing it but for Allah, shall have merits for each hair over which his hand passes; and whoso shows kindness to an orphan-girl or a boy who is with him, I and he shall be in Paradise like these, and he joined together his two fingers". (Ahmad, Tirmizi (Rare)

The Messenger of Allah advised his followers to have positive attitudes towards animals. He forbade killing of animals without necessity and for mere sport, and minimized the horrors of animal slaughter. The Prophet prohibited killing of animals even for medicine when other medicines are available. Following are some sayings of Messenger of Allah about attitudes towards animals;

"Ibn Omar and Abu Hurairah reported that the Messenger of Allah said: A woman was punished about a cat which she kept confined till it died of hunger. She did neither give it food, nor set it free that it might eat of the worms of the earth". (Agreed)

"Abu Hurairah reported that the Messenger of Allah said: A prostitute woman was forgiven. She was passing by a dog which was near a well panting, and hunger almost killed it. Then she put off her socks and tied them with her head-cloth and then took water for it (from the well). For that, she was forgiven (of her sins). It was asked: Do we get reward regarding (our treatment with) the beasts ? He said: Regarding everything having fresh liver there is reward". (Agreed)

"Sahl-bin-al-Hanzaliyah reported that the Messenger of Allah was passing by a camel whose back reached its belly. He said: Fear Allah with regard to these animals. Ride them in health, and leave them in health". (Abu Daud)

SAYING OF MESSENGER OF ALLAH ABOUT NEGATIVE ATTITUDES

The Holy Prophet (Suallallah, O, Alaih-e-Wa Sallam) has pinpointed some negative attitudes like aggression, joke and hate, etc. and asked the Muslims to avoid such actions. Following are some sayings of Holy Prophet in this connection;

"Abu Hurairah reported that the Messenger of Allah said: Beware of conjecture, because conjecture is the most false of talks; and be not inquisitive, nor overhear anything, nor dispute with one another, nor envy one another, nor hate one another, nor leave one another in the lurce. And take the servants of Allah as brethren. And in a narration: Don't envy one another". (Agreed)

"Abu Hurairah reported that the Messenger of Allah said: A Muslim is brother to a Muslim. He does neither oppress him, nor puts him to disgrace, nor he hates his piety here-- and he was pointing out to his chest three times- considering that it is an evil deed for a man to hate his brother Muslim. Every Muslim is unlawful to a Muslim-- his blood, his property and his honor". (Muslim)

"Abu Hurairah reported from the Holy Prophet who said; Don't quarrel with your brother, and don't jokes with him, and don't make promise with him which you will break". (Tirmizi (Rare)

"Sahl-bin-Mu'az from his father reported that the Holy Prophet said: Whoever swallows up anger though he is capable of throwing it out, Allah will call him to the forefront of the creatures on the Resurrection Day till he will be given option to choose any pure-eyed virgin he will like". (Abu Daud, Tirmizi (Rare)

"Abu Hurairah reported that a man asked the Holy Prophet: Give me admonition. He said: Be not angry, Then he repeated it several times saying: Be not angry". (Bukhari)

"Same reported that the Messenger of Allah said: The strong man is not one who can wrestle, but the strong man is one who can control himself at the time to anger". (Agreed)

"Ibn Abbas reported about the verse of the Most High: Remove evil with what is good. He said: Patience at the time of anger and pardon at the time of bad treatment. When they will do (them), Allah will protect them and put for them their enemies to disgrace as if they are near bosom friends". (Bukhari (Suspended)

"Abu Hurairah reported that the Messenger of Allah said: Whoever is not grateful to men is not grateful to Allah". (Ahmad, Tarmizi)

"Jarir reported that he Messenger of Allah said: He who is devoid of kindness is devoid of (all) good". (Muslim)

CONCLUSION

To sum up, Islam has stressed over kindness, warmth and lenient attitudes. Islam advises the Muslims to be kind and polite to each other. Islam is not in favour of negative attitudes like prejudice, hate and aggression. It is the duty of every Muslim to inculcate positive attitudes in his family members and other fellows. He must know how positive attitudes are formed and how they can persuade others towards such attitudes.

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COMPUTER AS AN OBJECTIVE TESTING TOOL

By

Sadaf Noor

ABSTRACT

New ways of assisting the students to learn are being explored continuously. When we apply instructional approach and try out new materials it is generally observed that students react differently. Material that stimulates learning in one student may be found by another student difficult to understand and the third may find it too simple. Educators had already recognised and whatever practicable there should be individualized instruction.

There are many educationists and psychologists who have been trying to find out ways through which electronic information processing may help the teacher in individual instruction. One of the important and prominent approaches is to use computer as a teaching machine. This approach is refereed to as computer aided instruction and computer assisted instruction abbreviated as CAI, it is an exciting new area for behavioural scientists for the distance teaching institution, the functions of academic administration afford a special placeto the computer. At the root of academic administration in the maintenance of records of enrolled students and the use of those records as a base for the institutions relationship with its students. All of this will be discussed in this article that how computer helps in distance education, non-formal system.

INTRODUCTION

In the face-to-face situation, most of the communication of administrative data occurs by direct interaction between the student and administrators. Teaching at a distance implies less direct communications and thus the storage and transmission of informationby more mechanized

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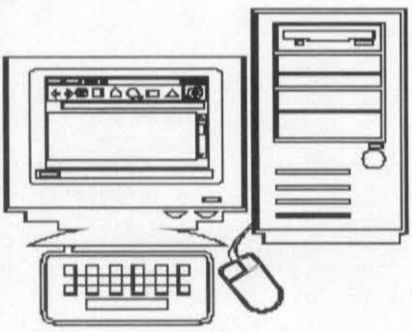
means. For the distance teaching institution, this will often demand the processing of high volumes of data, representing many students and many transactions between them and the institution.

THE ONLINE STUDENTS

The implications of putting our students online are far reaching. We could allow students to maintain their own basic data. When they move house, they can update their own address (and do it exactly when they want it to change, rather than depending on chance factors to apply the address change not too soon and not too late) students can put their own course requests for the next session. The Open University employees some hundreds of staff to process many thousands of transactions a week, and to generate and mail equally large numbers of letters and other administrative and informational materials. A large proportion of this activity could be replaced by a view data based accessed by the student in his home.

CHARACTERISTICS OF A COMPUTER

Many people ascribe human like qualities to the computer. The computer possesses no inherent reasoning ability; therefore, the nation that computer is an intelligent machine is a misnomer. If the intelligent quotient of the computer were measured the value would be zero. Computer is not a thinking machine but can be rightly described as thinking man's machine. Man behind the machine is more important than the machine itself.



DATA MANIPULATION

The computer has unusual flexibility. It can be programmed to manipulate data in unlimited ways. The programme consists of instructions that direct the computer to process the data to solve the problem. A programme may have few or many instructions. Instructions making the programme are prepared by human being. The process is known as programme writing.

PROGRAMME INSTRUCTIONS

In the case of small computers, there may be only few instructions (approximately 10 to 12); while in large computers there may be 200 or more separate instructions built in electronic circuits. The instructions within the programme are carried out sequentially.

SPEED

A programme of statistical is cornjutation or data manipulation is carried out with extremely high speed. The time for one instruction is measured in microseconds or millionth of a second depending upon the computer. The speed of some new computers that are very costly is measured in millionths of a second depending upon the computer. The speed of some new computers that are very costly is measured in billionths of a second.

ELECTRONIC DEVICE

The computer has ability to store the data electronically, which can be retained indefinitely without loss of detail computer memory is erasable. Stored data can be replaced within few microseconds. Computer is a two state device and therefore, binary system is used to encode members and alphabets, e.g. 1 to 5 numbers are encoded in binary system.

OBJECTIVE TESTING

The computer is an ideal tool for administering tests based on objective testing techniques whereas responses to questions (or "items" in this context) are selected from a limited number of options, and the overall result is arrived at often after a good deal of calculation.

OBJECTIVE TEACHING

It is not surprising, then, to find that a major application of computers in support of teaching is in the administration of such testing, which can be applied to both formative and summative purposes.

COMPUTERIZED OBJECTIVE TESTING

Computerized objective testings posses a number of operational problems, one of which is getting the students responses into the computer. Most implementations in distance teaching are, as yet offline and are dependent on mailed input and dependent on mailed input and response. There is the problem of minimizing turn around time. The critical time seems to be ten days. Less then that, and your system is doing well, exceed it and people begin to ask if the whole thing is worthwhile.

OBJECTIVE TECHNIQUES
ENCODING NUMBERS AND ALPHABETS

Binary system is used to encode numbers and alphabets, e.g., 1 to 5, numbers are encoded in binary system as shown below:-

DECIMAL-VALUE	BINARY	PLACE	VALUE		
	10	8	4	2	1
1					1
2				1	0
3				1	1

4	1	0	0
5	1	0	1

Alphabets ABCD are encoded as follows: -

Letter	**Memory Bits**					
	1	2	3	4	5	6
A	1	1	0	0	0	1
B	1	1	0	0	1	0
C	1	1	0	0	1	1
D	1	1	0	1	0	0
E	1	1	0	1	0	1

Arithmetic operations, such as additions or subtraction, can be carried out directly upon binary numbers.

- *Flow of Data in Computer*

  How the data is processed in computer is shows in the simplified illustration of computer that; computer consists of arithmetic, memory and control sections. A card reader is used for preparing printed record. The whole equipment together is called as hardware.

- *Preparing Programmes*

  A programme written for a computer is called as software. If the problem is not solved correctly by computer, it is normally the fault of software.

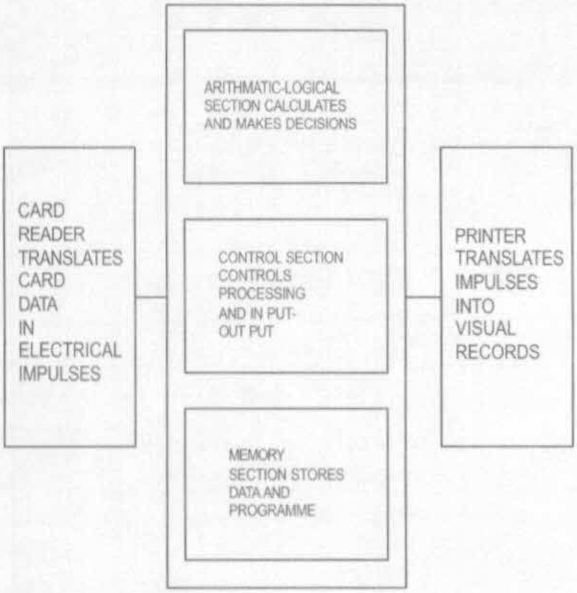
  Every computer has a number of specific instructions which are specially coded usually with a combination of letters, digits or symbols for example:-

OPERATION CODE	**MEANING OF CODE**
1	ADD
2	SUBTRACT
3	MULTIPLY
4	DIVIDE

5	CLEAR & ADD
6	READ A CARD
7	PRINT A LINE
8	TRANSFER
9	STORE ACCUMULATOR

FLOW OF DATA IN COMPUTERS

CENTRAL PROCESSING UNIT



Source. Malla Reddy Mamidi & S.Ravishankar (1998,p.225)

TESTING AND DIAGNOSIS

Computers have been used for sometimes to grade and analyze the results of college admission exams, intelligence tests, and a variety of psychometric examinations designed to explore the values, attitudes and thinking patterns of individuals. Educational testing can be thought of as having four basic roles.

i) **Strategic**

Testing helps assess students' general levels of understanding and learning strategies. It is used to determine what classes and courses of study, a student should pursue, and what instructional approaches would be most effective for him. After a course, testing measures the skills and knowledge that the students have.

ii) Tactical

Testing also takes place during instructional sequences to determine how the student is progressing through the course and to detect and diagnose difficulties the student might be having.

iii) Gate Keeping

Testing plays an increasingly important role in supporting decisions to institutions and to programs of study. It is a basis for allocating scare resources (e.g. admission to a prestigious college or university) and for the granting of licenses to practice professions.

iv) Certification

Testing plays an important role in certifying the knowledge and skill of individuals, qualifying them to pursue professions such as medicine or law, or testing that they have progressed along certain educational or training paths.

MAJOR "MODES" OF "CAI" USE

The character of CAI system depends upon the ability of the computer to provide two important capabilities, i.e. memory and logic. Features can be best seen in six major modes of use in CAI restriction.

i) Problem Solving

The problem solving can be easily achieved provided the typical computational capability of the computer is available and there is a typewriter and display response device with remote control of two-way communication.

The students need to know how to communicate with computer and how to solve his problem.

ii) **Drill and Practice**

Drill and practice can be achieved through the use of CAI if the system is programmed to handle the particular drill and practice materials selected or developed by teachers. The programmes are designed to build skills and give the student practice that teacher wants. Here teacher uses the computer and therefore he must know computer language.

iii) **Inquiry**

Inquiry is mode of third type of CAI application. In this CAI system responds to student responds to student inquiry with answers it has stored. In this mode instructional staff must learn how the system operates.

iv) **Simulation and Gaming**

In this mode teachers formulate a model of some real or idealized complex situation. The student must learn to work with such complex situation and interpret. A game may not represent a particular business of interpersonal interaction.

The simulations, on the other hand, attempts to represent a real situation. To implement this mode a computer programme must be written to process student's input to get a meaningful out put. This output is determined by the action of students. Students interact with their natural language.

v) **Tutorial Instruction**

In this mode, the instructional staff takes responsibility for students' instruction. The logic of instruction is to be formalized and to be entered in the system. Tutorial mode is Socratic in its dialogue with student. In designing this mode the instructor must be familiarized with computer language. He must formalize a philosophy of teaching and specific strategies.

vi) **Author Mode**

CAI is used to support instruction by generating sets of materials, there might be sentence forms which have blanks in them each of which is to be filled by a word or a set of word, i.e., inserted into the blanks, by computer according to the set of instructions.

CONCLUSION

Computerization in education is in its infancy in the developing countries. However, the computer is bringing some exciting innovations to education. The following are the areas in which computer are helping the educators.

i) Computer takes over the most of drudgery of schooling like classifying children according to abilities, preparing time table, schedules etc.

ii) Computer allocates learning resources to individuals and groups.

iii) Computers maintain progress cards and preserve them confidentially.

iv) They provide easy access to files of information for reference and guidance.

v) They provide direct interaction between student and the subject matter to be learned.

vi) They engage the students in tutorial interaction and dialogue.

Computer assisted instruction is therefore not merely a sophisticated type of programmed instruction but it also uses electronic data processing, data communication, concept of audio-visual and media theory in an objective testing manner.

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FIRST HAND PERCEPTIONS ON THE ACADEMIC PROGRAMMES AND DISTANCE LEARNING SYSTEM OF AIOU

By

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ABSTRACT

This paper has been condensed from an outcome of the brief report on Field Survey, conducted in mid of the year 2000 by this scribe, which was taken as an action research. Afterwards, several follow up meetings with all the concerned were arranged to discuss about all the outcome of this survey which she first hand gathered to sort out the remedial measures and to improve the quality of programmes launched by the AIOU and its system. Some of the crucial matters, which direly need an urgent attention, were even discussed with the higher authorities and with the officers in concerned sections and, then immediate actions were taken accordingly. However, therein many yet remain to be settled down on priority basis, which were further discussed in several other follow-up meetings, being undertaken as a longitudinal series of action.

In brief, the matters relating to Admission, Mailing and Materials, Continuous Assessment and Examinations were identified and compiled. Points of discussion condensed for these follow up meetings were like; Correction in name/address, filling of mailing bags, moderate/high fee determination of fee structure, revision updating/improvement of text books, rearrangement/compilation of textbooks for certain courses, the availability of relevant reference material at regional libraries, proposal to establish a Book Corner and Model Study Centre in Northern Areas with all the audio and videocassettes produced by AIOU, tremendous demand of public and students in Northern Areas to offer income generating and poverty alleviation courses, re-evolving of monitoring system of the tutor

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marked assignments, monitoring of tutorials and study centers, monitoring of exam. centers and proposal for the arrangement of an Inspection Team.

To improve the quality of academic programmes being launched by the AIOU and its distance learning system, many of the actions were taken based on the feedback received through this exercise. Progress shown in the last follow up meeting was like reducing the gap between first admission and its starting study period, and reducing the schedule of conduct of exams anddeclaration of the results. Appointment of academic and other staff to redress the student problems and academic affairs in the regions were also made. However, still there are so many areas which need due attention or are yet waiting for further improvement, while few of the areas are in a dire need of an extra professional input. To conduct the researches, being itself as an endless process of moving forward by improving persistently its own methodologies ever adopted, shall be going side by side as all the activities of the University keep going on.

INTRODUCTION AND BACKGROUND

In the AIOU Act, the University was authorized to launch courses and provide instruction in such branches of learning, technology or vocations as it deems fit, and to make provision for research and for advancement and dissemination of knowledge in such manner as it would be determined. In its development schemes, it also has been emphasized for conducting *surveys and research* in the following areas as a pre-requisite for determining the direction and size of the programmes in the light of identified needs and demands of various groups:

(a) ***Survey Research:*** Survey will be conducted to assess the needs/ demands of the people to determine the types of courses and programmes to be offered.

(b) ***Instructional Research:*** Research in this area will help the design and improvement of the instructional materials and for the revision of courses to make them more meaningful and effective.

(c) ***Evaluation:*** Based on a regular system of feedback, this evaluation will provide a valid basis for the improvement of subsequent courses/programmes. (1)

RESEARCH, EVALUATION AND STATISTICS CENTRE

Chapter II, clause 4(p) of the Allama Iqbal Open University Act amended by Ordinance No. XLIII-A of 1977 provides (among other things) for establishing a Centre for the development of research. The functions of the Centre for the development of Research were defined in the PC-I of the AIOU project as follows:

> "Research and Development including Survey Research to assess the needs of the people, methodological research on the best means of providing instructional and other educational facilities to rural communities and for adult functional literacy research."

On the inauguration ceremony of the Allama Iqbal Open University in December 1977, the President of Pakistan in his speech, very emphatically determined the function of the Centre for Research. Determining the role of such a centre at the University was to collect institutional statistics and to carry out research to find out the requirements (of people) and serve as the fountain of knowledge.

In response to the President's directive, the Academic Council for AIOU in its 8th meeting held on 3rd March, 1978, decided that a Research Centre should be created within the Institute of Education, which later on could be separated into a department. The recommendations of the Academic Council were approved by the Executive Council in its 10th meeting held on 6th April, 1978. Thus, the Research and Statistical Cell was established in May 1979. (2)

According to the AIOU First Five Years report (1974-79, p. 65): "The Research, Evaluation and Statistics Unit, as its title indicates, one of its functions is to itself carry out research on the University's teaching activities and associated topics and to provide guidance and support to individuals and other departments carrying out research. A second function is to build up a data bank on education and social matters, and to provide statistical summaries, both on a regular basis and for special purposes. A third, but equally important function is to carry out or assist with evaluation studies and surveys of two kinds: (a) before a course or project is launched--for example, the need for a proposed course, local resources available, attitudes towards particular subjects. And (b) after a course or project has been presented, gauging its effectiveness of the whole and its parts, pointing out strengths and weaknesses and suggesting improvements." (3)

Hundreds of research studies have been conducted by the Research Centre from the date of its establishment in the institute till it was made independent in December 1983. Since then, onwards... it has been involved in institutional research. It includes needs assessments, marketing surveys and feasibility, economic viability of courses. Courses development activities include pre-testing and post testing of course materials, mid and end of course evaluations, and formative and summative programme evaluation. It also has been responsible for compilation and dissemination of all statistical and quantitative achievements as well as the personal profiles of the learners of AIOU. (4) REC has always had serious concerns about the course content and overall academic quality, and its printing and above all about its credibility by inputting its sincere efforts to work for the improvement of both the students and the organization as well. In any way its prime objectives have been to improve quality of academic programmes and its system. (5) To meet this very aim, centre has been compiling quantitative/statistical reports besides carrying on qualitative research surveys and studies. In addition to the postal surveys, the field surveys are also conducted in the selected AIOU regions of all the provinces, Northern Areas and AJK to have the first hand feedback.

PURPOSE OF THE STUDY

This very survey is also one of the series, which was conducted in mid of the year 2000 by the researcher herself being working in the REC to gather the first hand perceptions for determining the effectiveness of the academic programmes and the distance learning system of AIOU.

METHODOLOGY

In accordance with the Operational Plan, first a postal survey was carried out by the Research and Evaluation Centre, for the following three very crucial topics:

(1) *Need Assessment Survey of AIOU Programmes/Courses;*
(2) *Evaluation of Assessment System of AIOU; and*
(3) *Problems faced by Post-Graduate students*

After conducting a Postal Survey throughout the country for these studies, field visits were also arranged for a sub-sample, fully representative i.e. covering gender (M/F) and area wise(R/U) regions in all the four provinces and AJK. The break up of area dispersal and methodology adopted for this field survey is follows as under:

Karachi, Larkana Shikarpur, Kashmore, Faisalabad Gojra, Jhang Quetta Kohlu, Sibi, Pashin Sakardu Mehdiabad, Khaploo Abbotabad Haripur, Mansehra Muzaffarabad Bagh, Rawalakot

Hundreds of students, tutors, examination-related staff and Regional Directors/Assistant Regional Directors and other staff in regions were interviewed. Depending upon the situations and regarding the size of the target groups, individual, peer / group discussions were conducted to find/identify various problems, some were common in nature or some specific/ individual problems related to the system of AIOU.

DELIMITATION

Before the research studies reports on the titles mentioned above took their final shape, which possibly could have taken more time, a brief outcome that was purely based on the first hand perceptions gathered during these visits was prepared. Secondly, instead of giving therein a separate summary for each study, an intermingled or combined but covering all aspects on all the three studies was its another short time expediency. It seems necessary to mention here that some of the crucial problems identified by the students, which were further cross-checked by the tutors and regional staff, were first discussed with the concerned faculty and sections concerned on the Campus. Much crucial ones were even discussed with the higher authorities, so that the remedies could be sought out immediately. All this was in fact treated as an action research.

OUTCOME OF THE FIELD SURVEY

Some of the problems needed long term attention and advisability, which were got identified in common and some in particular, in the areas like Admission, Mailing, Material, Tutorials, Assignments, Examination and Management are as follows:

ADMISSION, MAILING AND MATERIALS

Majority of the students and especially enrolled in postgraduate programmes pointed out that when they applied for the first time or for fresh admission in their selected programmes, they had to wait for 4-5 months.

Delayed mailing and a very poor response in any case were taken very badly. All of them were of the view that concept of this Open University is wholly solely based on the correspondence and mailing and that very area could be observed in poor state of management. When the scribe briefed them a little about the largest set up and expansion of the programmes and massive enrolment and all about our efforts for the launching, it made them clear. Even then, they made a complaint that they never received a quick response particularly from the concerned sections at Islamabad.

Due attention is not paid while mailing the books and allied material. Numerous students complained that they had been granted admission in such and such course, but the envelope does not contain all books and material. It has also been observed that admission is granted in one course, but books and allied material of another course are sent to the students.

And if they get wrong course, name/address, or mailing, it becomes difficult so much so that sometimes it can take a semester lapse to get its amendment. In some cases, the students or their spouses have to shunt between their respective regional offices and the Head Office at the Main Campus.

Only two examples, given here, are enough to represent all the others alike:

> A "male" student of M.Ed. from Kohistan, 300 kilometers away from Abbotabad, was allotted females' Centre to attend the Teaching Workshop. It took 2 -3 days in reaching Abbotabad and making clear that his name has mistakenly been taken in female's list to be allotted a study centre for Teaching Practice Workshop. It was though a disturbance (as it ever happens with many others) however, it was settled down nicely with the positive attitude of ARD and respective staff.
>
> Name of a BCS male student of Faisalabad had mistakenly been entered as a female student. He visited Regional Office, where he was directed to contact the Admission Section, Head Office. He had to book a six minutes trunk call on peak hrs to get his names' entry correct and after a long hold what he had a response from one of the officers in Admission Section, "Congratulations! You must be so happy, as you have been declared a girl". He was so angry (young blood, only 19 years old) while telling about his frustration of not being attended properly and the ridiculing attitude of the concerned.

In all such ridiculous cases, almost all the regional offices visited, all ARD/RDS along with other staff made a complaint about the careless attitude of the staff on Campus, particularly in Admission, concerned academic or teaching department and in Examination. They were of the view that no response is given if the letters are written to them. Even reply to regional officers/officials' letter is not given quickly.

On a question raised by the Researcher / Interviewer about the information they had and the role of the Student Advisory Cell being played/supposed to resolve the problems like this and several others identified by them, she was astonished to know that only a few in number have the information about this Cell and who so ever have, are not fully satisfied. In response they all said that the only help they could get is to redirect them or their cases to the concerned sections or staff. They expect much more, sometimes to the extent of spoon-feeding. It was also observed that though some of them were found a bit careless in considering the importance of the matters at their initial stage when they themselves could settle it down even by paying a little attention. However, when it becomes a web of problems they find themselves in, they start to seek and expect individual attention from the every section of the University, particularly from the Student Advisory Cell for their release and relief.

A large number of students residing in problem-hard Northern Areas and in "Firing areas" in AJK, like Atth Muqam, Hajeera, etc. are financially very poor. They made a humble request to get their fees exempted. They also showed a keen interest to study those Degrees/Diplomas/Certificate programmes that can generate income and help them to alleviate poverty. Courses like Auto-mechanic have been much popular there, but now these are not being offered. It is, therefore, not only suggested to restart this sort of courses, but also some specific courses may be developed after conducting an exclusive survey to determine their needs and demands according to the situations prevailed. Similarly, female students have their specific demand to offer some courses that can help them in promoting small cottage industry as the Agha Khan Foundation has already introduced.

About the fees, AIOU charges for its educational programmes, most of the students were dissatisfied because of its increase since last few semesters. And they were not ready to listen any sort of argument in this regard. While compiling their personal record about their income, most of them were found very genuine about this complaint. Most of them were though working or salaried students, even then they had to face a lot of financial constraints. Post-graduate students who are earning about rupees 12000 to 15000 p.m., they even have to cut many other expanses when they deposit a heavy fees. Especially all the respondents from Karachi were observed so outspoken in every respect. Nobody can imagine about the busy life of inhabitants/students and tutors of Karachi being sitting here or until observe first handily. Most of the students there are working in two or three shifts irrespective of gender difference just to earn more to pay their fees and other expanses related to their studies. Even then, we can see the enrollment coming downwards therein. This factor also remained under discussion. The students were of the view that if the University has been increasing the fees it must conditionally improve its system and quality too (especially BBA). These are the main reasons that compel the majority of the potential students to go to other institutions.

Similarly, during discussion in Muzaffarabad, the post-graduate students of Livestock and Management showed a deep concern about high fees. They disclosed that a large group of 30 potential were tended to get registered with the AIOU, being the programme very attractive to them and their professional fields, but because of high fees all they have had to drop their idea. As a result, there are now only four students who are continuing their studies. Among these four, only one was newly married and had no much other expenses, while on the other hand, the other three find themselves really in a mess when they have to pay their 3-4 children's high fees along with theirs' own and yet many other domestic liabilities remain in arrears. Though all they are working in considerably higher grades and earning well.

A large number of students, tutors and general public from everywhere have a very high opinion about the contents of all the Teacher Training Programmes. Majority of the post-graduate students were of the view that the programmes themselves are of utmost importance and according to their contemporary needs and also highly related to their fields and profession. That was the reason that they got admission in these programmes with a predetermined and clear set of expectations. Whereas the poor quality of printing, binding and very poor printing of illustrations, particularly in MSC. Agricultural Sciences have a very bad impression. This researcher describes the case as narrated by them;

> Most of the students carried the textbooks with them at the time of discussion. I fully endorse that the books printed by the National Book Foundation for Live Stock and Management are so poor in quality. A very small font has been used which is quite difficult to read even with a pair of glasses. Furthermore, illustrations are purposefully placed there to enhance the comprehension and for a further clarity of concepts in the text, but its worse quality of printing creates a very bad impression instead.
>
> No sequence is found between the Table of Contents' page Nos. and actual text/ contents in some of books like Biochemistry for MSC. Live Stock Management. In the same book and also in Dairy Production, it was also observed that there is no sequence in the text/concepts. Difference also could be observed in some of the Illustrations / Figures / Tables given and their captions, which does not leave a good impression on the students or anybody.

About Intermediate Pakistan Studies course, many of the tutors express their concern to revise and update its contents which are now so obsolete because of being ending up on the very back years, whereas numerous changes have taken place afterwards. This is just an example; there are still many others, which need a special attention.

No proper representation/facts entries of Northern Areas have been given in Pakistan Studies related textbooks. A group of capable subject specialist and tutors may be hired through the ARDs of Sakardu and Gilgit to get the review of particular concerned portion and to make proper additions and entries.

No entry test is required in BCS/MBA, which creates some times a lot of problems because of not having equal backgroud / base. This was pointed out in the thorough discussions with the faculty and their management in all the approved study centres in Quetta, Abbotabad, Faisalabad and Muzafarabad. The outcome of these discussions has been placed in detail in the concerned research reports, however, it is hereby strongly suggested to conduct test / interview before the admission. Some of the approved study centres, which are enjoying good professional reputation, can be helpful in developing test / interview items and in evolving a uniform policy about the admissions and entry qualifications.

Furthermore, MBA students, especially enrolled with old scheme, were upset because of discrepancies in the weitage of continuous assessment and examination and so the tutors and regional staff and certainly the MBA staff themselves too. Discrepancies always create confusion and one can imagine its intensity when long or remote distance learner faces it, and the most pitiful thing is when nobody bothers to attend their queries from the Head Office.

MBA students as well as faculty and management of the approved study centres showed a keen interest to lend them the required and related books to their study even on the condition of depositing security. Therefore, it could be instructed to them accordingly from the concerned departments/Head Office.

Mostly the students were not satisfied with the helping or reading material in the regional libraries and again particularly post graduate students, those who could not take benefits of the reference or study materials. It is because of non-availability of the required books and certainly a proper place in the rented buildings. A fair collection of books could be seen in Karachi Regional Office's library. However, the students therein, were of the view that they could not get full benefits of this collection, because of being busy during all the morning working hours and when they can avail some time in the afternoons or evenings, the regional office is closed. They suggested to keep the library opened till evenings so that they could easily avail the opportunity of reading the books.

Moreover, the buildings they have hired don't have proper place to spare it for a library like Sakardu, Muzafarabad, Quetta and even Faisalabad. Among these four regional offices particularly Sakardu and Quetta could be observed in a worse conditioned buildings, which does not leave a good impression on anybody. However, the reason of yet hiring the same is expressed being its closeness to general bus or wagon stand, otherwise they could have been shifted to nicely situated and well conditioned buildings anywhere else since long before.

In most of the regional offices visited by this scribe, there was not any single female staff except in Karachi to attend the female students that causes uncomfortable atmosphere for them. In the regions like Quetta, Sakardu, Faisalabad, Larkana, etc there must be a female Field Coordinator to attend the female student at office and to visit at their local areas or study centres and examination halls.

Exclusive academic research surveys could be arranged in the beginning, mid or end of the term / semester (depending upon the nature of programmes) regularly by covering all the aspects and components involved in or the examples alike given above so that our distance learners should not have a feeling of being stranded.

CONTINUOUS ASSESSMENT AND EXAMINATIONS

Everywhere it has been noticed that on the topic of *Tutorials*, tutors and students mostly blame each other (both in each other's absence). The students informed/complained that whenever they visit the study centres after facing a lot of difficulties, the tutor was not present on the occasion. On the other hand, tutors are of the view that the University does not have any compulsion of attendance in tutorials for students, therefore the majority don't come, whereas they (tutors) are bound to visit the study centres. This has always been observed during every visit and the outcome of these meetings / discussions have persistently been the same. This menace can be overcome by only re-evolving the monitoring system of the assessment in tutorials and marked assignments and with the close and fair coordination among all the concerned.

It has been observed during field visits to Muzafarabad and Sakardu, both are the tough / hard areas, that the examination for post graduate students is not being conducted locally. Perhaps, this might have been in practice due to some sort of expediency that could only be disclosed by the Controller of Examinations. However, the following few lines will endorse the intensity of prevailing situation;

> A quite high number of graduatesfrom Muzafarabad and Northern Areas are interested in enhancing their qualifications from the AIOU, because of a redeeming factor not to leave their homes and working places. When they come to know that the exams of these courses are always conducted at Islamabad, they feel terribly deprived of the higher education for which they are craving since long ago.
>
> The Post-Graduate students of Muzafarabad region who have had always to come to appear at examinations at Islamabad, are facing similar problem. As mostly being in jobs, therefore, they will have to be off their working places and to stay at Islamabad, if the date sheet is in consecutive and, if it is not so, they will have to travel 3-4 times. These problems could be counted as multiplied if it happens with the female students.

An urgent action is, therefore, suggested in this regard. I personally, and, on behalf of the students and ARDS in the respective regions, request to arrange the local Examination Centres for Post-Graduate candidates/students.

The complete data on the expected number of appearing at examinations may certainly not be available in the Controller Examinations' dealing sections. That is the reason that they (staff responsible to conduct the exams) could not be able to make arrangements accordingly. Only two examples are more than enough to elaborate it further.

Centre Superintendent from Khaploo, (Sakardu) expressed his concern that in last year they received answer sheets in a bulk whereas the number to appear at exams was low, so much so that they had to bear an amount of RS. 1200 to send these bundles back to the Head Office, because of assuming the rules applied that they should not retain the spare answer sheets with them. But he further told it was more amazing when it happened again in the next semester also.

On the other hand, in Faisalabad Centres there was a shortage of answer sheets whereas the number supposed to appear was so high. The concerned Regional Director had to take a lot of pains to make the arrangements for the required number of answer sheets from the Head Office in time by using every possible means i.e. telephonic calls, e mail, etc.

While referring back to Faisalabad, where exams were being conducted in 13 Halls / Rooms, all crowded but nicely with the fair efforts of the Centre Superintendent. However, the pity was, being very poor, dusty and uncomfortable seating arrangements (too short desks and chairs for adults), no proper facilities were provided even in a harsh weather i.e. a scorching heat of May– June, presenting an awful scene to observe.

In Khaploo, Sakardu almost all students, tutors, staff exams and staff in region expressed their serious concern while facing the hard weather when the temperature usually comes down well into double figures below Zero. Since last many years they have been wishing to schedule the conduct of exams in summers, which are so pleasant there, but it could never be fulfilled. Sometimes, these areas become totally cut off due to the severity of land sliding. As a result, students coming from the remote areas could not be able to appear at the exams, which are very often conducted on the long travels, and even for post-graduate students at Islamabad. However, now they are very happy when they have heard about the newly scheduled months i.e. Sep-Oct and the May-June. And now they have made a humble request to make heating arrangements during tutorials in study centres. After a thorough discussion with the senior tutors and some of the local mentors at Mehdiabad and Khaploo (both 3-4 hours drive from Sakardu), it is suggested to declare the study centre of Mehdiabad as a Coordinating Office and to establish a model study Centre at Khaploo. Along with the other required facilities in these centres, they requested for the heating arrangements, with the provision of stoves with kerosene oil or whatever might be the most suitable. The other top priority they have fixed is the establishment of an AIOU Book Corner / Library with all the audio and vedio programmes/cassettes the University has produced and recorded along with, of course, the other gadgets and accessories. All of them have a very high opinion about AIOU, its role and contribution, particularly in that sort of areas and the inhabitants/community residing there. They were rather highly thankful to the University's administration in anticipation if the said facilities are provided to them. It will prove as a blessing for their generations because at present they don't have any constructive activity in there long evenings except to waste their time mostly in gossips. Furthermore, from the community, almost all the age groups attractively could get enrolled with variety of programmes, basic level to post graduate, if the programme coordinators can provide more attention by making more frequent visits and intensive surveys. Above all, as they told emotionally, they will be looking forward to AIOU considering as a solitary hope as the situations prevailed, that:

A quite high number of graduates in Muzafarabad and in Northern Areas are interested in getting further higher education from the AIOU, because of a redeeming factor not to leave their homes and working places. When they come to know that the Exams of these courses are always conducted at Islamabad, they could be imagined in a severe sense of frustration of letting them deprived even from the openness to "all and anywhere" which is AIOU's slogan.

Similarly, tremendous efforts have been made to improve the conduct of examinations in Muzaffarabad region, as the concerned ARD claims, however, still there remains a lot to be improved.

Further visits to some examination centres in all the regions (where there was possible to arrange) were also extended to get the first hand experience and to have a feedback from the students and the staff involved in it.

It was all praiseworthy in Quetta, Abbotabad, Haripur and Faisalabad because of the fair and positive attitude of the Centre Superintendents towards this responsibility. However, restlessness was observed in Karachi, Larkana and Shikarpur about the cancellation of one of the papers of M.Ed. Some sensible staff in the concerned regions took this step positively despite the fact of knowing that about all those whose paper has been cancelled, tended to drop and get registration with another (most probably any Private) institution where they see a possibility to use unfair means.

I regret to mention that in Larkana, Shikarpur along with other regions in Sindh, there has not yet been existing a fair monitoring system both in continuous assessment and in conduct of examinations. The more you pursue the more horrible things are there in Sindh regions to listen or observe, especially in this regard. In Shikarpur, it was shocking to know that almost all the students in those target groups do not have any awareness about the importance of feedback on the writing of course assignments from their tutors. The only importance they have been giving since long was to get their assignments marked. And in marking too, there could be found much malpractice on the part of students, tutors and Regional Staff (rather the most shameful part played by them). Majority of them even doesn't receive back their assignments. Whereas some of the students don't bother at all to write their assignments but are able to obtain the pretty high marks only on the covering/marking sheets. Some of them are getting the assignments prepared on the payments. Rather it has become a sort of business, when we see that the rates are fixed depending upon the popularity of the course or programme's credential or on the level of difficulty. If we virtually want an earnest improvement, the intermittent visits/surveys seem quite insufficient. It is, therefore, suggested that strict remedial measures at a very large scale should be taken by the higher authorities to nip this evil in the bud.

Follow Up Discussions/Meetings on the Outcomes of the Survey for Qualty Improvement of the Academic Programmes and the System of AIOU: AN EPILOGUE

As has been mentioned earlier in the methodology, all the crucial problems identified by the students that were further cross-checked by the tutors and regional staff of which a brief summary given above were thoroughly and intensively discussed in the afterwards meetings. As a result many of the actions were taken immediately after this exercise; like the gap between first admission and its starting study period, conduct of exams and declaration of the results. Appointment of academic and other staff to redress the student's problems and academic affairs in the regions were also made.

Afterwards, some problems as identified in common and some in particular, in the areas like Admission, Mailing, Material, Tutorials, Assignments, Examination and the Regional Management were further discussed in follow up meetings for which the Vice Chancellor had eagerly asked to arrange for.

The Vice Chancellor himself chaired all these meetings, which were attended by Registrar, Director Regional Services, Director Admissions and Mailing, Controller of Examinations, Librarian Central Library, all deans especially Dean F/Social Sciences and Faculty of Sciences and concerned heads of academic departments. Data Processing Manager, Print Manager and Director, Academic Planing and Course Production and Director Student Advisory also attended few of the meetings.

All these were invited to participate for the particular discussions on the specified areas as mentioned above in the points of discussion or the items on agenda. Director Student Affairs for the most frequents problems, yet being faced and identified by the students. Librarian, Central Library for relevant/ref. material and books at RC Libraries, Acting Treasure (fee structure for different level programmes/courses. Head of the Agriculture Department for Improvement/rearrangement of course books like Biochemistry and Dairy Production. Chairperson, Department of Pakistan Studies for revision/updating of Pak. Studies courses at HSSC and bachelor level. Director, Institute of Mass Education (IME) for poverty alleviation/income generating courses to be launched in Northern Areas and Head of the Engineering Department for Open Tech courses.

Glimpses of minutes recorded of the proceedings just for the last meeting conducted on 25th April, 2002 which was held on the interest shown by the higher authority after going through the summary of the findings given above show a very clear picture. (6) ----Over there, he disclosed that he has been feeling his deep concern about the crucial matters, which have been identified by one of the research/field surveys conducted by the REC. And, the same are being placed in this meeting to be discussed thoroughly so that the motto of *quality education* which, we have been preaching could be promoted by taking some decisions and actions accordingly and in the light of the feedback received from those findings. For this purpose, the agenda items/points based on the outcome of the summary crucially marked by the Vice Chancellor, and enlisted below were discussed thoroughly:

- Correction in name/address – wrong course material/ books.
- Mailing -- filling of mailing bags.
- Moderate/high fee determination of fee structure.
- Revision/updating/improvement of textbooks for Pakistan Studies. Rearrangement/compilation of textbooks prepared for Live Stock Management: especially Biochemistry and Dairy Production and to improve the quality of printing and binding of these books

  Availability of relevant/reference material at regional libraries + utilization of RC libraries and a proposal to establish a Book Corner and Model Study Centre especially in Northern Areas, with all the respective audio/video cassettes produced by AIOU.
- Tremendous demand of public and students to offer income generating and poverty alleviation courses especially in Northern Areas.
- Re–evolving of monitoring system of the tutormarked assignments
- Monitoring of tutorials and study centres.
- Poor facilities at the examination centers.
- Possibility of conducting examination locally throughout the country.
- Monitoring of examination centers + Proposal for arranging an Inspection Team.

The head of this institution in each meeting expressed his deep concern about the academic programmes, their launching, and services of the other supporting departments and the regional management.

It was emphasized to improve the quality of education being imparted by the University, in general and the text books/materials, their printing, tutorials, monitoring system; both continuous and final examinations, quick delivery of any piece of information to the students and all concerned, etc. in particular. These spheres must be of everybody's' prime concern and be placed on top of the priorities; it was further stressed upon.

Similarly an earnest concern was also intensively felt about the behavior of anybody in any section that must be so professional and ethical with all and sundry and especially with the students. In each and every meeting, it was further directed that the cases regarding the right name, addresses and mailing must be entertained very quickly and efficiently.

Printing of the textbooks and other materials must be of high quality as this has been observed by the Vice Chancellor himself and particularly pointed out by the post-graduate students of Live Stock and Management. Moreover, the observation was that the low quality of printing, binding and very low quality of printing of illustrations has a very bad impression. Furthermore, illustrations are purposefully placed there to enhance the comprehension and even for further clarity of concepts in the text but its worse quality of printing create a very bad impression, instead. No sequence was found between the Table of Contents' page Nos. and actual text/ contents in some of the books, like Biochemistry: MSC. Live Stock Management. In the same book and also in Dairy Production, it was also observed that no sequence was found in the text/concepts. Difference also could be observed in some of the illustrations / figures / tables and their captions, which does not leave a good impression on the students or any reader.

Head of the concerned department fully agreed with the points raised by the researchers about the low quality of printing and the lack of the sequence in these books. It was so pleasing to hear from the concerned head of the department about the explanation that both these books have been rearranged and then reprinted and now they are satisfied with all the efforts they have made in this regard.

The VC commented upon vigorously while discussing the quality of printing of books or other material, too. The Print Manager apprised that the books printed in previous years were not up to the mark. He agreed, but according to him, one of the reasons behind this low quality of printing was the photocopied material sent to the Press, which was in poor shape and blurred. Therefore, some one cannot expect such good quality or fine printing result. Thus, he requested to send in future the original copy for printing. If not available, then all such material should be sent to Printing Production Unit well ahead or at least six months before, so that these could be composed on their own.

Discussion was held on agenda item / on examinations mainly; and particularly on the possibility of local conduct of exams everywhere, monitoring of exams centers, proposal to arrange an Inspection Team and poor facilities at the exams centers. All these items were discussed in detail. The Controller of Examinations disclosed that already it has been in practice that the examinations are conducted at the most near places of the candidates where there are large groups or heavy number of candidates appearing in exams like FA. BA and Teachers Training Programmes. However, for the post-graduate candidates, who usually do not make large groups or are less in number, particularly in Northern Areas, where there are only a few students to appear at the exams, they are called at Islamabad to appear at exams while after attending the compulsory workshops.

The higher authority and the majority of the members apprised that it has come to their notice about the malpractice during conduct of the examinations. All of them felt a deep concern about the unfair means used by the students. The conveners of *Unfair Means Committee* and *Appellate Committee* disclosed the horrible malpractice, which seem to be hundreds on the record. The Vice Chancellor and members were of the view that this data or record can provide a very good base to further conduct a longitudinal research and to evolve a monitoring system, which will definitely improve our examination system.

The Controller of Examinations further commented at this point that it has already been in practice that we cancel those examination centres where any sort of cheating or malpractice are involved. But at the same time, he was of the view that the cancellation is the timely solution but not the proper and permanent solution. The proper solution is the monitoring and inspection of the entire examination centres by the officers/academicians of our University and any other related persons could be appointed to eliminate the tendency of cheating in the centers. This is an established practice everywhere in the boards and universities. This is the only solution, which has proved to be effective. As such, we must stick to this practice, and, if it is not done, the tendency of cheating in examination will increase which will ultimately bring a bad name to our University. Through mobile inspectors/ teams as external checkers, we can consider the checking by centre superintendents, resident inspectors and regional directors as internal checking. He further expressed that everybody will appreciate that external checking is a must in the society like ours where there could be always a fear that somebody will come and check us if we are doing something wrong.

The Vice Chancellor and all other members agreed with the proposal and the means proposed for the solutions, but at the same time they were of the view that how many officers and academics from the Main Campus could be spared for a long period. Therefore, he expressed firmly that helping out in conducting the fair examination by thorough monitoring in every respect is the responsibility of the regional directors. They can manage it with the help of their staff and by formulating checking inspectors/team within their respective regions. Secondly, he stressed that the local personnel/people of integrity may be entrusted for the management of conducting exams and for the evolving of monitoring system. To generate the fairness and transparency in every activity in this regard, there must be self-audit and academic audit, he further advised. At this point, mostly the members were of the view that instead of realizing fairness in this sort of serious matters, some of the regional staff themselves are involved in malpractice and this is rather more painful to bear. The higher authority advised to apply a pragmatic approach, that first of all those areas could be identified where this sort of malpractice is found more frequently. In addition to this, a committee was also constituted consisting of all Deans, Controller of Examinations, DRS, and any co-opt members which will be designing a system of examination centres and working out as a separate section of the monitoring committee. Approved study centers will also come under this committee.

Glimpses given above showing the interest to improve the quality of all the ingredients involved in the open and distance learning system by all the bodies, departments and its staff seem optimistically hopeful to vigorously move ahead...in future too as they have been striving in the past.

Furthermore, this would not be out of the contextfi it is mentioned here that the deep concern about the quality ever been showing at AIOU could further be strengthened; when we see; that the AIOU Vice Chancellor has recently been nominated as a Convenor for quality assurance/improvement for Global Mega-Universities Network (GMUNET) where the Presidents/Vice Chancellors/Rectors from different regions met at Shanghai and signed the Statement for a Co-operation Plan of Action among Mega Universities. (7)

CONCLUDING REMARKS

All unanimously agreed upon the fact that quite an obvious or a tremendous quantitative expansion in all the programmes launched by the AIOU could be observed, but at the same time, they all agreed that it should not be done at the risk of quality deterioration. Glimpses of the proceedings briefly highlighted above and yet several others are a concrete proof of constant interest in solving the problems of varied nature being faced by the students and staff at Main Campus or in the regions. And, --- its resolve to get it implemented for the improvement of quality and the system of AIOU.

All in the University have been feeling deep concern about the academic programmes, its launching, and services of the other supporting departments at Main Campus and about the regional management all over the country. They have ever been stressing to improve the quality of education in general and, the text books/materials, its printing, tutorials, monitoring system; both continuous and final examinations. And above all, quick delivery of any piece of information to the students and all concerned, etc. in particular which may certainly be called a whole soul in the body of the institution like AIOU and its logistics.

Briefly speaking, everybody in the University wants to make it more popular. Certainly , it could only be done with the proper and sound academic launching and by strengthening our regions in terms of well-trained and capable staff along with the online facilities and computer networking and all the modern technology for a quick response. And above all, taking an intensive and extensive care could do this favour----and mostly people do claim for the efforts they are earnestly inputting. Even then, we can argue by saying that why the more we do the less it seems? Certainly the answer is that to conduct the RESEARCH itself is an endless process for improving the quality of any of the product. The way any of the activity in the University goes on, the process of conducting research will be going on till its ensured quality.

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A COMPARATIVE STUDY OF DIFFERENCE IN GENDER VIEWS ABOUT OVER PROJECTION OF WOMEN IN ADVERTISEMENT ON ELECTRONIC MEDIA

By

Musarrat Sadiq*

ABSTRACT

The present research was designed to investigate the difference in gender views about over projection of women in advertisements on electronic media.

A total sample of 100 people of both the gender was selected randomly. The questions for the questionnaire was selected after a thorough review of literature and verified in a try out study. Results were obtained and t-test was done for statistical analysis. Results indicated that females have more favourable attitude towards projection of women in advertisements on electronic media than males.

OBJECTIVES OF THE STUDY

The main objectives of the study was:

1- To explore and understand whether gender effects one's perception about an important issue.
2- To know the public opinion about the use of females for advertisement purposes.

SIGNIFICANCE

The significance of study lies in the sensitive area of people's perception about an important issue of overprojection of women in

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electronic media .Electronic media is an important development of science .It is very much involved in our lives.

It has both positive and negative effects. The positive effects are: education, awareness, entertainment, religious teachings, information etc… when we look towards the negative effects our media is portraying girls, fashionable, glamorous and bold figures as away from religious norms. This picture is very much affecting our society. The aim of this study is to find out the opinion of either sex on this very alarming issue.

DELIMITATIONS

1. The sample chosen for the present study pertained to 100 people i.e. 50 males and 50 females. The study can be broadened with a vast sample.
2. The areas from which the sample is chosen are Rawalpindi and Islamabad. However a broad sample can generate more reliable results.

REVIEW OF THE LITERATURE

UNESCO symposium on "women in cinema" held in St.Vincent, Italy (July 1975) adopted the following resolution:

> *We the participants and the observers at the symposium, denounce the existing sexist images of women in the mass media and appeal to women all over the world to carefully examine and analyze these images and to realize that they are literally living in a world of man-made images which do not resemble real women, or deal fairly with the realities of women's experience. (women in media; UNESCO 1980).*

In the last two decades much has been done to highlight the problem of women subjected to social and economical injustice. A lot has been done to bring about a change in the unjust ways women were being treated, especially in the underdeveloped and developing countries, in order to uplift the status of women and create opportunities for them to gain economic independence. But, at the same time, there are powerful forces like films, television and advertisements which are working to reflect the thoughts of the society.

Gallaghr (1979) quotes the study of Dispenza (1975), which concludes that women are primarily used by advertisers to sell products to men and women, primarily on the basis of their sexual appeal, especially in case of women. In female oriented advertisements, women are invited to identify with the subject in advertisements, who are offered ultimate reward i.e. success with males as a result of using the product. Their views of research in the area give an image of a women whose main goal in life is to attract or attain a man; she is always young, beautiful, intelligent and competent.

The current trends in many ways are an extension of the long standing influence of western images in movies and televisions, accelerated in recent years by the addition of satellite television and internet. As such the value of women characters as good as human beings become secondary thing and the aspects which get projection is that she is the symbol of beauty and glamour. It appears as if women do not belong to this world, free from all worries of life and her aim of life is to be fashionable. The effects of all this are that young girls want to be free of all worries and they begin to live in a world of fantasies.

E. R. Bhatt and Women's Group (1976) conducted a study titled as "The Images of Women in the Indian Films." The objective of the study was to explore the images of women projected in the films and to see how it differs from the traditional image of women. The findings of the study revealed that women are portrayed as utterly dumb or incapable of having any opinion.

The advertising influence on women in today's society are influenced by advertisements. These influences could be from being the perfect size four in pants, to a type of fragrance, to a type of cigarette they choose to smoke. This is usually how women are portrayed in most ads. Because of this portrayal, women often become obsessed with becoming the same person they see on television, billboards, and in magazines. In some cases, this becomes a health hazard. Women are "tricked" into thinking that they are obese, not thin enough, not curvy enough, or just not as beautiful as the models in the ads. Having a "perfect" body is often associated with the emaciated supermodel Kate Moss. Moss first started to model on billboards and magazines about four years ago for the popular clothes designer Calvin Klein. When women look at this frail, 105-pound body, they begin to daydream ab out being this thin. In a study conducted in 1996, 60 percent of sixth graders admitted to dieting at one point.

METHODOLOGY

PROCEDURE OF THE STUDY

The present study was designed to investigate the difference in gender views about over projection in advertisement on electronic media. First of all a questionnaire was made and applied in try out study to a sample of 50 men and women. Out of thirty items, 5 were cancelled and remaining 25 were finalized.

The questionnaire was applied to a randomly selected sample of 100 men and women from Rawalpindi and Islamabad. Their results were obtained and tabulated. T-test and analysis of variance is done on the data.

INSTRUMENT

In the first step the literature was thoroughly reviewed which comprised all the available articles, press reviews and magazines related to the topic. A large pool of questions released under the categories of religion, fashion, living styles, liking of males and females and professional skills etc. In the second step, a pool of thirty items was applied to a sample of 50 people both male and female, age ranging from 20 - 50 years, as a pilot study. In the third step item analysis was carried out of the original pool of items and discrimination index was found out.

In the forth step of instrument development, items whose discrimination index was between the 30-70% were finally selected for the final questionnaire which was to be used in the original study (refer to Appendix 1).

Thus, 25 items were selected. Out of them 10 are negative, showing unfavourable attitude towards the projection of women on media and three are neutral statements, remaining 12 are positive statements showing positive attitude towards the issue. For positive items a score of 1 will be given while for negative items a score of negative 1 will be assigned.

Scoring of the scale was consisted of 2 categories:

Yes No

SAMPLE

The present study was undertaken with a randomly selected sample of 100 people including 50 males and 50 females. The range of their ages is 20-50 years. Minimum qualification was Matriculation and maximum was Masters. Economical discrimination was not considered. The sample was taken from Rawalpindi and Islamabad.

APPLICATION

The questionnaire was administered individually to each subject. The original questionnaire is copied for this purpose. The subject was instructed to tick one of the two categories of 'Yes' and 'No' which matches their opinion. They were told about the purpose of testing and made sure that the results would be kept secret and will be used only for research purpose.

DISCUSSION

The purpose of the present study was to investigate the difference in gender views about over projection in advertisement on electronic media. It is concluded that women have more favourable attitude towards over projection of women than men.

The process, which is necessary for society and human survival is communication. Every society, primitive or modern, is dependent on communication to enable its members to live together, to maintain and modify working arrangements about the social orders and social regulations and to cope with the environment. Thus, to live, then is to communicate. We use electronic media as a source of communication for persuasion to influence relationship, to inform, to share, to discuss and to uncover information.

In our country most of our rural and urban population is exposed to media. Women shown on media serve as role model and source of identification for our women. It is proved with researches that people in general and women in particular identify with the character of same sex in communication. For a very long time in our country women are striving to get more and more rights from the forum of different NGO's and other communication channels. Most of them are taking projection of women on media as a very good sign of their success in getting their rights. Actually they are very pleased on having importance on screen. It looks for them that they are every where. But the fact is that this projection is not ensuring their rights but only exposing them as a sign of physical beauty.

According to our religious point of view, women are instructed to stay in homes and concentrate on the upbringing of their children. If in case of financial hardship they have to come out of their houses they should observe veil. There are certain limits which should be observed by Muslim ladies.

The continued projection of negative and degrading images of women in media communication must be changed. Electronic media in most countries do not provide a balanced picture of women's diverse lives and contributions of society in changing world. The worldwide trend towards consumerism has created a climate in which advertisements and the commercial messages often portray women primarily as consumers and target girls and women of our ages in appropriately.

Women should be empowered by enhancing their skills, knowledge and access to information technology. This will strengthen their ability to combat negative portrayals of internationally and to challenge instances of abuse of the power of increasingly important industry. Self regulatory mechanism for the media need to be created and strengthened and approaches should develop to eliminate gender biased programming.

RECOMMENDATIONS

1. We should support women's education, training and employment to promote and ensure women's equal access to all professions.
2. We should support research in to all aspects of women and the media so as to define areas regarding attention and action.
3. We should promote women's full and equal participation in the media, including management, programming, education, training and research.
4. We should encourage and recognize women's media networks, including electronic networks and other new technologies of communication as a mean for the dissemination of information including at international level.

APPENDIX 1

TRY OUT STUDY

ITEM ANALYSIS
FORMULA: D=U-L

ITEMS	*U* - *L*		D
1.	30/30 - 12/30	1 – 0.4	6%
2.	30/30 – 10/30	1 –0.33	67%
3.	30/30 – 15/30	1 –0.5	5%
4.	31/30 – 20/30	1.03 - 0.66	34%
5.	28/30- 12/30	0.93 – 0.4	53%
6.	30/30 – 9/30	1 – 0.3	70%
7.	32/30 – 10/30	1.06 – 0.6	73%
8.	33/30 – 12/30	1.1 – 0.4	70%
9.	32/30- 10/30	1.066 – 0.33	73%
10.	34/30- 12/30	1.133 – 0.4	74%
11.	36/30-20/30	1.2- 0.66	54%
12.	39/30 – 15/30	1.3 – 0.5	80%
13.	31/30 – 16/30	1.03 – 0.53	50%
14.	32/30 – 18/30	1.066 –0.6	47%
15.	33/30 - 19/30	1.1 – 0.63	47%
16.	34/30 – 22/30	1.13 – 0.73	40%
17.	32/30 – 18/30	1.73 – 0.6	46%
18.	30/30 – 26/30	1 – 0.80	20%
19.	35/30 – 27/30	0.966 – 0.9	6%
20.	32/30 - 20/30	1.06 – 0.66	40%
21.	30/30 – 21/30	1- 0.7	30%
22.	31/30 – 21/30	1.03 –0.7	33%
23.	33/30 – 19/30	1.13 – 0.73	97%
24.	39/30 - 15/30	1.3 – 0.5	80%
25.	31/30 - 16/30	1.03 – 0.53	87%
26.	33/30 – 19/30	1.13 – 0.73	97%
27.	15/ 30 – 39/30	0.5 – 1.3	80%

28.	33/30 - 12/30	1.1 –0.4	70%
29.	10/30 – 32/30	0.33 – 1.06	73%
30.	34/30 – 12/30	1.33 – 0.4	74%

APPENDIX 2

RAW SCORES OF THE SUBJECTS

ITEMS	FEMALES	MALES
1.	80%	20%
2.	30%	60%
3.	30%	85%
4.	80%	60%
5.	25%	50%
6.	70%	50%
7.	20%	70%
8.	80%	45%
9.	25%	66%
10.	88%	38%
11.	82%	70%
12.	25%	40%
13.	78%	56%
14.	21%	42%
15.	86%	35%
16.	85%	35%
17.	25%	60%
18.	90%	50%
19.	88%	50%
20.	20%	40%
21.	40%	60%
22.	65%	35%
23.	30%	40%
24.	70%	50%
25.	75%	40%

RESULTS

	MEAN SCORE	SD	T	P
Total	70	20.72	-1.29	0.202
Males	63	11.44		
Females	75	22.66	4.86	0.0001

QUESTIONNAIRE

INSTRUCTIONS

Read following statements carefully and tick the responses of YES or NO.

Q#1- Electronic media is helping girls to solve women related problems.

YES -------- NO

Q#2- It seems good to look at girls on screen.

Yes ------------ NO

Q#3- Electronic media should also highlight boys in advertisements like girls.

YES ----------- NO

Q#4- Electronic media is promoting self awareness in young girls

YES -------- NO

Q#5- Electronic media is presenting un realistic image of girls

YES -------- NO

Q#6- Projection of girls on media is useful for the awareness of new fashion trends.

YES --------- NO

Q#7 It is not morally right to project young girls in almost every advertisement.

YES --------- NO

Q#8 Electronic media solved women related problems.

YES --------- NO

Q#9 It is against the concept of veil to project women on screen.

YES --------- NO

Q#10 Electronic media is motivating girls to copy obnoxious trends.

YES ---------- NO

Q#11 Electronic media helps girls in decision- making.

YES ------------ NO

Q#12 Presentation of women on electronic media is humiliating the image of women.

YES ---------- NO

Q #13 Electronic media has changed the stereo typical image of women.

YES ---------- NO

Q#14 Electronic media is provoking girls to pay more attention to their appearance .

YES ---------- NO

Q#15 Electronic media gives awareness to young girls about their marriage problems.

YES --------- NO

Q#16 Electronic media has made girls more confident

YES ------------- NO

Q#17 Electronic media is presenting girls in fictional ways .

YES ------------- NO

Q#18 Electronic media is urging girls to take interest in education.

YES ------- NO

Q#19 Like foreign countries we should project women on the screen.

YES --------NO

Q#20 Boys should also be introduced in glamorous advertisements.

YES --------- NO

Q#21 Girls should not be introduced in the products which are only used by men.

YES --------- NO

Q#22 Is media presenting unrealistically girls in advertisements that is not needed.

YES --------- NO

Q#23 Media has made girls more unrealistic .

YES --------- NO

Q#24 Is it fair to project girls in 50 % advertisements and boys also in 50%.

YES --------- NO

Q#25 Electronic media keeps girls away from religion.

YES --------- NO

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A SURVEY OF THE EDUCATIONAL POLICIES REGARDING PROVISION OF NON-FORMAL EDUCATION IN PAKISTAN

By

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Dr. Muhammad Ramzan**

ABSTRACT

Education plays an important role in the socio-economic, political and technological development of the societies and nations. Education acts as catalyst to speed up development programme, so that not only these socio-economic and political conditions are improved individually, but also the national progress and prosperity enhances.

All the nations and the societies of the world compete with each other to obtain a higher rank in international community. This consciousness pushes them to move ahead for attaining a respectable position.

Education is a process of learning or acquisition of knowledge, which takes place in variety of manners. There are well recognized models of learning, which are formal, non-formal and informal. Informal incidental learning which takes place sub consciously through the medium of culture, home, work, place, media etc. Nonformal education spreading itself between the two ends may then be seen as offering alternatives two formal educations while attaining the flexibility and relevance of informal education".

The exiting formal system of education in developing countries obviously cannot cope with the demands of education for all. In an effort to extend educational opportunities, especially to adults at whatever academic level, nations are being forced to look for alternative means to high post formal provision. The demand for non-formal education are being increased throughout the word.

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OBJECTIVES

This paper attempts to achieve the following main objectives:

1. To review educational policies regarding non-formal education.
2. Comparison of non-formal educational efforts envisaged in all educational policies.
3. To find out the problems of non-formal education.

SCOPE OF THE STUDY

Developing countries consider educational programme as basis of their economic development and political independence. Such development require the participation of both men and women, young and old, either directly through their daily work or indirectly through their economic and social groups.

However, full participation by the population cannot be achieved unless individual have required the skills and knowledge needed for such participation.

On the other hand, the acquisition of skills and knowledge depends almost entirely on the educational system. The existing formal system of education cannot cope with the demands of education for all in an effort to extend educational opportunities, especially for adults at whatever academic level. Nations are being forced to look for alternative means to the high cost of formal provision. Non-formal education is one means to provide an answer to such needs.

In Pakistan, several efforts have been made to remove illiteracy with special reference to non-formal education. This research paper highlights those steps, undertaken by the Ministry of Education. The scope of this paper is as under:

i. It will show the past performance for removing illiteracy in the country.
ii. It will help the policy makers to formulate the policies in the light of past performance.
iii. It will be very helpful for every scholar of non-formal education department.
iv. It is a brief history of non-formal education.

FORMATION OF THE POLICY

Policies in any sphere of life are basically directions or alternative approaches for the achievement of set objectives of targets. In the field of education, various commissions work constituted, conferences organized and policies formulated to suggest measure. In this paper we have surveyed all the efforts in the field of non-formal education of the Government of Pakistan since 1947.

In Pakistan, the policy formulation is essentially a national effort. The policies are formulated by the government whenever the need arises, conferences of educationists are called commissions constituted to review the prevailing educational situation and to suggest measures for improvement. The participants of the conferences and members of commissions are prominent educationists, scholars and learned scientists. The commissions further constitute study groups to visit various educational institutions to interview concerned authorities and people responsible for provision of education to masses and to study the process of implementation of various educational programs and projects. The commission also circulates questioners, covering all aspect of education, to all concerned for collection of relevant infomation.

In the light of discussion and finding of the study groups, the commissions formulate sector wise recommendations for consideration of the government. Comments and opinions are also invited on the commission's recommendations before translation into policies. The functions of national education council are assessment and evaluation of the current education policy and to suggest/recommended guidelines for future policy formulation.

If we look at the chronological order of the conference, commissions and policies, it comes to light that there was so set pattern for such an important task of policy formulation by an organization of conferences. The formulation of policies appears to be adhoc business.

REVIEW OF POLICIES

The first education conference was held in 1947, strongly recommended the promotion of universal primary education and adult literacy. However, necessary infrastructure and institutional development was not provided to implement the recommendations of this conference.

The next major effort for the promotion of education was made through establishment of Education Commission 1959. The Commission placed much emphasis on adult education and suggested strategies to eradicate illiteracy, but no financial allocation was made in this regard.

The Education Policy 1970 has laid a great emphasis on non-formal education and proposed strategies for adult education which included the establishment of national education corps for implement adult education programmes, development of non-formal programmes for education, functional education for adults of industrial employer to provide work oriented basic education to their illiterate employees, etc. This policy could not be implemented due to internal instability and foreign threats.

In the Education Policy 1972, much new emphasis was laid on basic education, which was inclusive of primary education and adult literacy, a thrust of adult and non-formal education gained some recognition. A non-formal education institution was suggested in this policy. The Allama Iqbal Open University came into being in 1974 under this policy.

The Education Policy 1979 also recommended some steps for this purpose. Literacy and Mass Education Commission renamed as (National Education Commission in 1989) was established in 1981 under the National Education Policy 1979. It started some useful programmes for promotion of literacy and suggested ways and means for the use of non-formal education as mass approach for literacy programmes. Non-formal education was to be used to fulfil the educational needs of disadvantaged section of society, particularly adult's illiterate of rural inhabitants and females. The distant teaching method was to be used through the Allama Iqbal Open University.

The Education Policy 1992 ook a solid step to face this formidable challenge. In this policy, it is stated that the aim of the government is to enhance the literacy rate upto 70 % by 2002. It is stated in the policy that a great attention will be focused on the deprived segments of the society in rural areas and urban slums. Various non-formal strategies were proposed to achieve these targets. Various aspects of education policy 1992 were further examined by the Education Advisory Council in its meeting held on 24-04-1994. The basic education committees of the Council submitted its report which recommended broadened concepts of basic education to cover people of all age group, of all areas, and all sections of the society.

Similarly, in the Education Policy 1998-2010, great emphasis has been laid on non-formal education system. It is declared in this policy that formal education system alone cannot cope with the need of the country. To enhance the literacy rate, it is necessary to launch a non-formal programme. As stated in this polcy, "to cope with increasing demand" a special programme for training of technical vocational teachers shall be under taken by the National Technical Teacher Training College in Islamabad. In un-reached areas 25000 non-formal basic education community schools will be gradually up graded over the policy period. (Education Policy 1998-2010 p. 22)

A comparison of education policies shows that since 1947, various governments have formulated policies to eradicate illiteracy and propose strategies with reference to non-formal mode. These policies were not implemented due to non-availability of finances and lack of allocation and necessary infrastructure.

The non-formal term was used for the first time in Education Policy 1969. Due to events of 1971, this policy was not implemented. The Education Policy 1972-80 was almost similar to Education Policy 1969, with the only difference of its emphasis on nationalization. Although during 1971-1978, there were expansion of enrolment at all levels, yet the basic goals and technical studies could not be met due to political un rest in the country and educational institutions. In the Education Policy 1992 and the present Education Policy 1998, a great emphasis has been laid on non-formal modes.

FINDINGS, CONCLUSION AND DISCUSSION

1. In all educational policies, there is a mention to use the non-formal modes to remove illiteracy.
2. The Ministry of Education felt its responsibility to provide education to all through non-formal modes.
3. During the analysis of the policies, it has been found that the government encouraged the NGOs to offer their services for removing illiteracy and take the responsibility of providing education through non-formal means.
4. It is further revealed that policies have failed to produce pragmatic strategy to obtain their objectives.
5. In spite of policies and plans on non-formal education, the literacy ratio can not increase from 38.9%.
6. The major obstacle in implementation of the strategies is the non-availability of finances and lack of allocations and necessary infrastructure.
7. It appeared through the survey of the conferences, commissions and policies that was no set pattern for such

important task of policy formulation and organization of conferences. The formulation of policies appears to an adhoc business.

CONCLUSION

In Pakistan the overall strategy, during the period since 1947 to 1998 has remained one of the existing system and efforts has been made to establishment of more of the existing type of formal institution. The existing system has made the major approach to the solution of problem of education sector. After spending scarce resources, we cannot eliminate illiteracy in the country.

In Pakistan the current literacy rate is estimated 38.5 percent for males and 27 percent for females (Economic Survey of Pakistan 1996-97 p.115).

By the year 1998, the population of 0 + age group has reached to 96.69 million. The addition to literate population during the five year (1993-98) period was estimated to be 18.83 million. The result of the formal institution structure is that, millions of children have been deprived from elementary education.

DISCUSSION BEFORE RECOMMENDATION

When we see all educational policies keenly, we know that past performance is un-satisfaction. No serious effort has been made to tackle with national problem. To wait and see that the formal education system will overcome this problem gradually.

To face the high competitive world at present and more so in the years to come, illiteracy needs to the eradicated in the shortest possible time.

The exigencies of time demand that national education policy 1998 targeted (100% literacy ratio) be achieved much before the target year 2010. This will be the real indeed service to the nation. Crashed programme needs to be develop and implement on warfooting to achieve target 100% literacy ratio by the beginning of 21st century.

The suggestions and recommendation for the improvement of non-formal programmes are given below

SUGGESTIONS AND RECOMMENDATIONS

1. There should be encouragement for the illiterates and raise their awareness as regard the negative impact of illiteracy on their social and economic life.
2. There is need to establish the network of multi-purpose adult education centres to serve continuous education
3. Local TV channels for literacy programmes maybe hired.
4. The adult education should be focused on productive, vocational training of the adults.
5. Incentives be provided to vocational illiterates in order to encourage them to join literacy classes.
6. Assistance be provided to the local community in some of the training fields that need practical experiences.
7. The private sector should be encouraged to participate in launching adult education programmes by the setting up of special centres in factories and provide incentives to the workers, in terms of increments or suitable position.
8. Certificate should be awarded on the satisfactory completion of courses.
9. Such functional education programmes should be prepared which use in their every day life for the improvement of their economic condition, general health, social conditions and the standard of life.
10. There should be a mechanism for coordinating the activities of government and NGO's for effective implementation of non-formal education programmes.
11. The launching of pilot project in selected areas before implementations of large-scale programmes should be useful to remove the causes of wastage of resources.

12. There is need for establishing linkage between formal and non-formal education in order to sustain literacy skill of new literate by doing so. Neo-Literature will be able to pursue their education further and acquire certificate of education for various levels of education in formal system.
13. In order to remove illiteracy, universal primary education should be given top priority and necessary funding support for its quantitative expansion and qualitative improvement ensured.
14. Child labour should be strictly prohibited so that the specific group of children, instead of joining labour market, concentrate on acquisition of basic education.
15. Programmes of male literacy should be encouraged in places where motivation level is high. For this purpose the services of the college students will have to be enlisted. The award of degree to a student may have to be linked with this condition that he/she has one person literate.
16. The duration of literacy programmes should be extended to one year instead of six month, enabling the illiterate women to acquire UNESCO's first level of literacy.
17. There is a need for the establishment of the literacy organizations at provincial level.

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ANALYZING THE SERVICE QUALITY OF BUSINESS SCHOOLS IN PAKISTAN: A COMPARATIVE AND ANALYTICAL VIEW

By

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ABSTRACT

Managing service quality is one of the greatest challenges; the business schools of Pakistan are facing today. This article examines the gaps in service quality (SQ), between HGG (higher gap group) and LGG (lower gap group), provided at public and private business schools in Pakistan. The questionnaire comprises of five SQ determinants with ten attributes selected from traditional SERVQUAL model. Empirical findings show that significant means differences exist between performance and expectations in all five dimensions. Further evidence suggests that ratios of HGG are higher than LGG. The ratios are significant only in case of private business schools. Overall results suggests that students from LUMS expect more from their university staff in terms of personal attentions and future guidance as compared to UMT and UCP students.

INTRODUCTION

The question as to how public and private universities can achieve competitive advantages and high performance is a major issue in education industry in Pakistan. The emergence of seventy six new universities and degree awarding status since 1992[1], provide students

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*** Pakistan has total of one hundred universities/degree awarding institutes at the end of May 2004. For details visit; http://hec.gov.pk/chartered_universities%20seniority%20list.htm opportunities to get admission in the universities/institutes which best meets their expectations. The highly competitive scenario in education industry requires an empirical study, to determine students' perceptions and expectation towards the selection of universities.

This article focuses on the business schools registered under public and private universities in Pakistan. It uses the traditional SERVQUAL model to examine students' perceptions and expectations in five service quality (SQ) dimensions. The outcomes will help business schools to improve their service quality up to students requested level.

SERVICE QUALITY IN EDUCATIONAL INSTITUTIONS

The importance of service quality in the education sector has emerged great importance during the last decade. McElwee (1993) studied the undergraduate students' perceptions and expectations towards service quality in business schools. He concluded that teaching quality is more difficult for students to apprise than goods. Students have no reference benchmark to compare other than internal comparison, for example, one course to another or one lecturer to another. He recommended QUALED model with nine SQ dimensions for business schools. Edvardsson, Thomasson and Ovretveit (1994) found that services quality affects the student's perception more than the overall tuition cost. Motwani (1996) by analyzing the services of public universities concluded that competitive advantages such as system mechanism, integration and flexibility are the key elements in meeting students' needs. Motwani found that degree of integration between faculties' experiences and operating guidelines contribute greatly to meet the students' needs. Hill (1995, p 10) termed higher education as "pure science" which can be distinguish from person to person. He believed that in higher education the interaction between students and the staff and their influence on each other is a powerful determinant of overall satisfaction. Wakefield and Blodgett (1994, p 68) stated that "*students who spend hours every day in a school are likely to have attitudes toward the school system that are strongly influenced by the physical facilities.*"

Palihawadana (1996) argued that the issue of what constitutes a quality service within higher education is an emotive one. It is more important for the institutions to look at what their students want rather than not to collect data based upon what the institution perceives its students find important. Oldfield (1997) found that institutions should address the issue of quality, not only through the traditional routes of course review, student feedback questionnaires on the quality of course delivery and teaching, but also through evaluating what students themselves consider to be elements in service quality.

Branda and Baron (2000) argued that there are many items related to duties carried out by non academic staff e.g. administrators and faculty support staff, over whom the academic staff may have no direct control. Academic staff should also take care of non-academic issues in order that students attain satisfaction with their studies. The students are not interested in university organizational hierarchies, and accept all university staff to work together.

PERCEIVED AND EXPECTED SERVICES QUALITY

Early researchers like Parasuraman, Zeithaml and Berry (1985), Gronroos (1983) concluded that service quality is a measure of the discrepancy between consumers' pre-service delivery expectations and actual service delivery. Zeithaml (1988) defined perceived value as the consumer's overall assessment of the utility of a product based on perceptions of what is received and what is given.

Cronin and Taylor (1994) have contrary views. Despite the debate on the relevance of "expectations" as a measure of service quality, they raised a question of what factors influence consumers' quality perceptions as key consideration in any attempt to successfully introduce and improve quality. They developed and tested an alternative instrument (SERVPERF) to measure the performance. Ennew (1993) based on research involving more than 4,000 respondents in the banking sector argued that perceived value is very important, and that is one of the main areas of mismatch between customer expectations and performance. Holmlund and Kock (1996) defined perceived value that a customer receives in a relationship, and comprises elements like profitability and productivity.

SERVQUAL Model

SERVQUAL model is commonly used to assess the service quality, which based on the differences between customers' expectations and perceptions. Parasuraman, Berry and Zeithaml (1988) designed this model. Numerous studies subsequently develop models to measure service quality like: 4Q's model by Gummesson and Gronroos (1987), serviceperformance (SERVPERF) by Cronin and Taylor (1994), ARCHSECRET model by Liz Vaughan (2001), etc.

SERVQUAL model comprises of five dimensions. These dimensions are defined as follows:

Tangibles: appearance of physical facilities, equipment, and communication materials;
Reliability: ability to perform the promised service dependably and accurately;
Responsiveness: willingness to help customers and provide prompt service;
Assurance: knowledge and courtesy of the employees and their ability to convey trust and confidence; and
Empathy: the caring, individualized attention the firm provides to its customers.

This article applies SERVQUAL model within the context of services provided by the business schools in Pakistan and tries to answers the following questions:

1. What are major determinants of services quality model for business schools in Pakistan?
2. Where does the private and public business schools comparatively stand in terms of student's satisfaction level?

3. How much services quality gap exists between students' perceptions and expectations towards business schools?
4. What areas are needed to be prioritized for improving the services quality of business schools?

STUDY SAMPLE AND DATA COLLECTION PROCESS

A convenient sample across the public and private business schools in Lahore city was taken. Seven business schools are selected in total. COMSATS Institute of Information Technology, University of the Punjab (PU) and Government College University (GCU) are selected from the public sector while Lahore University of Management Sciences (LUMS), University of Management and Technology (UMT), University of Central Punjab (UCP) and Lahore School of Economics (LSE) are selected from the private sector.

The study selected sample respondents of 1000 students representing the students' population of business schools. The required data were collected through a specifically designed questionnaire under SERVQUAL model. The questionnaires were passed to and received simultaneously by hand. Therefore, 700 completed questionnaires out of 1000 were easily achieved. 120 carelessly filled questionnaires were rejected to improve further the quality and strength of data. Finally the 580 questionnaires, comprising 65% filled by graduate students and 35% filled by undergraduate students, were taken for analysis purposes.

The questionnaire consisted of five SQ determinants, were taken from SERVQUAL model: tangibles, reliability, responsiveness, assurance and empathy. This questionnaire covered ten attributes/ aspects, which determined the customer perceptions and expectations towards business schools. The factors were adapted from the relevant literature on SERVQUAL model, interviews with various educationists, and from the students of business schools (Pakistan). In answering the questions, respondents were assured of the confidentiality of their responses and their names were not published. Lastly, five-point Likert type questionnaire was designed ranging factors from 1 stands for "not important at all" to 5 for "very important".

RESULTS AND ANALYSIS

Reliability Test

Cronbach's Coefficient alpha is calculated to measure the internal consistency of the five SQ dimensions covers both performance and expectation across business schools. Table 1 shows that coefficient alphas in case of public business schools range from 0.617 to 0.727 for performance and from 0.733 to 0.845 for expectation. In case of private business schools, coefficient alphas range from 0.620 to 0.737 for performance and from 0.703 to 0.758 for expectation.

Table 1
Reliability Tests of Five Service Quality Dimensions

	Public Business Schools		Private Business Schools	
	Performance	Expectation	Performance	Expectation
Tangible	0.697	0.733	0.620	0.703
Reliability	0.617	0.792	0.632	0.744
Responsiveness	0.617	0.692	0.661	0.704
Assurance	0.681	0.753	0.638	0.752
Empathy	0.727	0.845	0.737	0.758

Discrepancy between Performance and Expectations across Business Schools

The first research is to examine whether there are significant gap between performance and expectation in five SQ dimensions for public and private business schools. Paired sample T test is performed to acquire the desire results. Table 2 confirms significant gap between performance and expectation in five SQ dimensions: tangible, reliability, responsiveness, assurance and empathy in case of both public and private business schools. Public business schools show greater discrepancies in the order of responsiveness, empathy, tangible, reliability and assurance. Similarly, private business schools show greater discrepancies in the order of assurance, empathy, responsiveness, tangible and reliability.

Table 2
Mean Comparison of Five Service Quality Dimensions

		Perfor-mance	Expec-tation	Differe-nces	T Value	P Value
Public Business Schools (n = 249)	**Tangible**	3.268	3.914	-0.646	-8.22	0.000
	Reliability	3.165	3.855	-0.69	-8.47	0.000
	Responsive-ness	3.229	3.922	-0.693	-7.84	0.000
	Assurance	3.216	3.888	-0.672	-8.53	0.000
	Empathy	3.253	3.938	-0.685	-7.94	0.000
Private Business Schools (n = 330)	**Tangible**	3.215	4.153	-0.938	-13.95	0.000
	Reliability	3.25	4.113	-0.863	-13.34	0.000
	Responsiveness	3.168	4.123	-0.955	-14.20	0.000
	Assurance	3.061	4.08	-1.019	-15.65	0.000
	Empathy	3.168	4.121	-0.953	-15.11	0.000

Analysis of the Level of Discrepancy between Performance and Expectation.

One-way ANOVA is performed to analyze mean differences between performance and expectation in public and private business schools. Table 3 shows that public sector business schools do not show any significant discrepancies under any attribute. However, significant discrepancies exit in case of private business schools under assurance (p = 0.041) and empathy (p = 0.057). It implies that students under private business schools have differences in opinions only in cases of assurance and empathy attributes.

Table 3
Analysis of Difference of Serice Quality Dimensions across Business Schools (ANOVA)

	Public Business Schools		**Private Business Schools**	
	F-Statistics	**P- Value**	**F-Statistics**	**P- Value**
Tangible	0.513	0.599	2.086	0.102

Reliability	1.774	0.172	1.852	0.138
Responsiveness	1.489	0.228	0.657	0.571
Assurance	0.807	0.447	**2.808**	**0.041**
Empathy	0.897	0.409	**2.533**	**0.057**

The Ratio of Difference of Performance and Expectation between Public and Private Institutions.

The next section analyzes the ratios for public and private business schools. It further classifies the respondents into two groups, that is, high gap group (HGG) and low gap group (LGG). HGG is the respondents that show a minus discrepancy of performance and expectation and LGG is the one that show zero or plus discrepancy of performance – expectation.

Table 4A
The Ratio of HGG and LGG by Public Business Schools

	COMSATS Institute of Information Technology		**Government College University (GCU)**		**University of the Punjab (PU)**		**TOTAL**	
	HGG	**LGG**	**HGG**	**LGG**	**HGG**	**LGG**	**HGG**	**LGG**
Tangible	62 (34)	38 (21)	62 (53)	38 (32)	72 (79)	28 (30)	67 (166)	33 (83)
Reliability	75 (41)	25 (14)	61 (52)	39 (33)	72 (79)	28 (30)	69 (172)	31 (77)
Responsive -ness	67 (37)	33 (18)	56 (48)	44 (37)	69 (75)	31 (34)	64 (160)	36 (89)
Assurance	76 (42)	24 (13)	64 (54)	36 (31)	67 (73)	33 (36)	68 (169)	32 (80)
Empathy	67 (37)	33 (18)	64 (54)	36 (31)	73 (80)	27 (29)	69 (171)	31 (78)

No of respondents are in parenthesis.

Table 4B
The Ratio of HGG and LGG by Private Business Schools

	Lahore University of management Sciences (LUMS)		University of Management & Technology (UMT)		University of the Central Punjab (UCP)		Lahore School of Economics (LSE)		TOTAL	
	HGG	LGG	HGG	LGG	HGG	LGG	HGG	LGG	HGG	LGG
Tangible	56 (30)	44 (24)	55 (38)	45 (31)	71 (71)	29 (29)	79 (84)	21 (23)	68 (223)	32 (107)
Reliability	52 (28)	48 (26)	58 (40)	42 (29)	70 (70)	30 (30)	78 (83)	22 (24)	67 (221)	33 (109)
Responsiveness	61 (33)	39 (21)	62 (43)	38 (26)	72 (72)	28 (28)	78 (83)	22 (24)	70 (231)	30 (99)
Assurance	67 (36)	33 (18)	59 (41)	41 (28)	71 (71)	29 (29)	81 (87)	19 (20)	71 (235)	29 (95)
Empathy	76 (41)	24 (13)	59 (41)	41 (28)	70 (70)	30 (30)	79 (85)	21 (22)	72 (237)	28 (93)

No of Respondents are in parenthesis.

Table 4A covers the ratio analysis of public business schools. The results show that HGG indicates higher ratio than the LGG in all the five SQ dimensions. HGG ratios are highest in case of University of the Punjab followed by COMSATS Institute of Information Technology and then Government College University. Overall figures conclude that students' current perception towards service quality is lower than their expectations.

Table 4B covers the ratio analysis of five SQ dimensions in case of private business schools. HGG figures indicate that Lahore School of Economics (LSE) followed by University of the Central Punjab (UCP) show the largest gap. It concludes that the respondents are not satisfied with the current level of services; they expect improvement in overall service quality. Table 4B shows that University of Management and Technology (UMT) and Lahore University of Management Sciences (LUMS) present almost same level of discrepancies in service quality.

THE ANALYSIS OF STUDENTS SATISFACTION BETWEEN HGG AND LGG ACROSS BUSINESS SCHOOLS

This section examines the discrepancies in satisfaction level between HGG and LGG groups. Here discrepancy scores between performance and expectation are summed separately under each SQ dimension and then the summed score are divided into two groups HGG and LGG. One-way ANOVA is perform ed and all results are presented in table 5.

Table 5
Discrepancies in Satisfaction Level between HGG and LGG across Business Schools (ANOVA)

		Public Business Schools			Private Business Schools		
		N	**F-Stat**	**P-Value**	**N**	**F-Stat**	**P-Value**
Tangible	**HGG**	166	0.67	0.51	223	0.30	0.83
	LGG	83	1.66	0.20	107	2.43	0.08
Reliability	**HGG**	172	0.04	0.96	221	1.05	0.37
	LGG	77	0.82	0.44	109	1.37	0.26
Responsiveness	**HGG**	160	1.07	0.35	231	1.36	0.26
	LGG	89	0.01	0.99	99	1.00	0.40
Assurance	**HGG**	169	0.01	0.99	235	**5.55**	**0.00**
	LGG	80	0.04	0.97	95	**3.96**	**0.01**
Empathy	**HGG**	171	0.96	0.39	237	**4.18**	**0.01**
	LGG	78	1.46	0.24	93	0.43	0.73

Table 5 shows that p values do not indicate any significant discrepancies in case of public business schools. It implies that students currently studying in public institutes think in similar manners. P values under private business schools show significant discrepancies only in case of assurance and empathy. The remaining SQ dimensions do not appear as significant. These results are similar to similar to table 3. P values under assurance show figures of 0.00 and 0.01 in case of HGG and LGG while p value under empathy show figure of 0.01 in case of HGG.

BONFERRONI TEST

To detect the differences in opinion at each private business school level, Bonferroni test is applied. All results are presented in table 6. HGG figures under assurance attribute show significant mean differences between LUMS and UMT (0.56) and between LUMS and UCP (0.73). Here all figures appear with positive signs, which imply that LUMS students are less satisfied with their management policies than UMT and UCP students. Likewise, mean differences appear as (significant between UMT and UCP -0.43) in case of LGG. Here negative sign indicate that UMT students are more satisfied with the current management policies than UCP students. Table 6 also indicates significant mean differences between LUMS and UMT (0.72) under empathy. This concludes that LUMS students expect more individual attention when compared with the students from UMT. Overall results support earlier study made by Branda and Baron (2000) where the authors argued that the university staff, both academic and non-academic should work together in order that students attain satisfaction with their studies.

Table 6
Bonferroni Test

		School name	School name	Mean difference	Std Error	P-Value
Tangible	**HGG**	n.s*	n.s	n.s	n.s	n.s
	LGG	n.s	n.s	n.s	n.s	n.s
Reliability	**HGG**	n.s	n.s	n.s	n.s	n.s
	LGG	n.s	n.s	n.s	n.s	n.s
Responsiveness	**HGG**	n.s	n.s	n.s	n.s	n.s
	LGG	n.s	n.s	n.s	n.s	n.s
Assurance	**HGG**	LUMS	UMT	0.56	0.21	0.04
			UCP	0.73	0.19	0.00
	LGG	UMT	UCP	-0.43	0.13	0.01
Empathy	**HGG**	LUMS	UMT	0.72	0.21	0.01
	LGG	n.s	n.s	n.s	n.s	n.s

n.s*: not significant

DISCUSSION AND CONCLUSION

This article examines the gap between performance and expectation in five service quality dimensions (tangible, reliability, responsiveness, assurance and empathy) across private and public business schools in Pakistan. Empirical evidences show significant differences in case of all five service quality (SQ) imensions, which concludes that the service quality across private and public business schools is presently below the students' satisfaction level. Further, public business schools show low gap scores between performance and expectation as compared to private business schools especially in case of responsiveness and assurance attributes. The response may be due to reason that private business schools charge higher tuition fees as compared to public business schools, which lead their students to expect more in terms of personal attention, and catering future needs.

Table 3 further supports the above conclusion. Results from one-way ANOVA test show do not show any significant discrepancies in case of public business schools. Contrary to this, private business schools show significant discrepancies in case of assurance and empathy dimensions. The outcomes conclude that private universities should provide standard policies and quality education which fulfill the future needs of the students.

Tables 4A and 4B further divide the data into HGG (higher gap group) and LGG (lower gap group). Table 4A covers the public business schools and table 4B covers the private business schools. Although it is assumed that private business schools provide higher service quality, which leads to greater satisfaction, interestingly the results conclude that private business schools show more HGG ratios than LGG ratios as compared to public business schools. Average ratios of HGG to LGG are 69% to 31% in public business schools and 72% to 28% in private business schools. The results further conclude that Government College University (GCU) provides the best results in public sector while Lahore University of Management Sciences (LUMS) and University of

Management and Technology (UMT) provide top results in private sector.

Table 6 further explores into HGG and LGG ratios by using Bonferroni test. Public business schools do not show significant mean differences in any SQ dimension. However, private business schools show significant mean differences exit under assurance and empathy attributes. In case of assurance attribute discrepancies arise between LUMS and UMT and between LUMS and UCP under HGG and between UMT and UCP under LGG. Similarly, in case of empathy attribute discrepancy exists between LUMS and UMT under HGG. Table 6 concludes that LUMS students expect more from staff in terms of personal attention and future guidance as compared to students from UMT and UCP.

There are many areas where further research can be made. The same survey can be replicate with students on executive courses and between first years and final year undergraduate students. The survey can also be replicated to other department/ teaching institutes. Each replication would add to knowledge and it would be instructive to see if the same SQ dimensions (assurance and empathy) are recovered.

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Appendix

Scale of Service Quality

Tangibles

Your business school locates at convenient place

Your business school ensures the availability of educational equipments/tools

Reliability

Your business school provides the promised education standard

Your business school honours its promises/commitments

Responsiveness

Faculty of your business school provides good responses

Your business school takes quick actions in case of complaints

Assurance

Staff of your business school inspires your trust and confidence

Your business school caters your future needs

Empathy

Your business school provides you proper attention

Your business school works for the well wishing of students

Muhammad would be benefitted a lot. Indeed it was not a wrong decision. Fateh Sahib was lucky enough to pass his college life beneath the showering personality of Dr. Berq.

After B.A examination, Fateh Muhammad Malik was associated with an Urdu daily *Tameer*, Rawalpindi. It was the start of his deep relationship with the profession of journalism. Although this link with newspaper didn't prevail too long, but the talent to grasp the political, economical and cultural scenario existing all around, enabled Prof. Malik to have a thorough look not even on his own country, but on the world as a whole.

Fateh Muhammad made up his mind not to adopt journalism as a career job, rather he continued his education. As a result of his passion and painstaking nature, he did his M.A (Urdu) securing not even first position in the Punjab University, but became entitled to be decorated with "Gold Medal." Thus, in the chequered history of this distinguished institution of the subcontinent, Fateh Sahib was destined to be the first student for this honour.

Here, I would like to quote some extracts from a letter, written by well-known scholar Dr Wazir Agha to Prof. Fateh Muhammad Malik:

> "Yesterday I read a news in a local newspaper that some Fateh Muhammad Malik has stood first in M.A (Urdu) exam. First of all I thought about some other Fateh Muhammad, but then I remembered your information about appearing at M. A. exam. And now I firmly believe, that none would have been the slot for such superior success, but your goodself! Get it admitted that on your prestigious position in the whole Punjab University, I didn't amaze a bit, because you are above board a talented figure.

Anyhow, I was highly pleased, since my dearest friend has been honoured. I'm confident this success will prove to be the basis of your continuous success in your life."

This very prediction of Dr.Wazir Agha appeared to be entirely true. Prof. Fateh Muhammad Malik emerged as a most distinguished personality, having diverse qualities____ an eminent educationist, a critic of par-excellence, an inspiring orator, a noted author and, above all, a fervent figure in the field of *Iqbaliat* and *Pakistan* Studies.

While a student of M.A (Urdu), Professor Malik had penned down a unique article on Ghalib and dispatched it to the noted Urdu scholar, Maulana Salahuddin Ahmad for favour of publication in his high-ranking periodical *Adabi Dunya*, Lahore. It was undoubtedly a matter of great prestige for Fateh Muhammad Malik that the Maulana, an established critic on his own right, highly appreciated this piece and published it in his literary journal. Thus, Prof. Malik emerged on the horizon of Urdu literature in the late 1950s. Thereafter, he continuously contributed his well-researched and thought-provoking articles and book–reviews to noted periodicals of Urdu language, such as *Naqoosh* (Lahore), *Auraq* (Lahore), *Mah-e-Nau* (Karachi/ Lahore), *Naya Daur*, (Karachi), *Seep* (Karachi) and *Mehr-e-Neemroze* (Karachi). Even he wrote abundantly for Radio Pakistan and delivered speeches on T.V. and other literary forum uninterruptedly.

Notwithstanding his highly preoccupied life as Professor, Quaid-i-Azam University, Islamabad, Chairman, Department of Pakistan Studies, QAU Visiting Professor, Frankfurt, Germany and presently Chairman, National Language Authority, Govt. of Pakistan, Islamabad, Prof. Fateh Muhammad Malik didn't pause a moment to put his pen aside. Till now hundreds of thousands articles, speeches, radio and television scripts have been written by this litterateur. Moreover, more than dozen of books have been authored by this giant of Urdu literature. Mention I would like to make about a few:

1. *Taassubat*
2. *Andaz-i-Nazar*
3. *Tahseen-o-Tardeed*
4. *Iqbal: Fikr-o-Amal*
5. *Faiz: Shairi aur Siasat*
6. *Apni Aag ki Talash*
7. *Iqbal Faramoshi*
8. *Falastin Urdu Adab Mein*
9. *Gholamon ki Gholami*
10. *Islam verses Islam in Pakistan*

Contrary to traditional critics, who always remained confined merely to romantic subjects and outdated themes, Prof. Fateh Muhammad Malik has broadened the scope of Urdu literature. During the last four decades, he has most successfully dealt with all aspects of human life, including current scenarios and political affairs prevailing all over the world. Thus, this Professor has touched a number of such burning issues the readers of new era are confronted with. This very trend of Malik Sahib has become a lighthouse for new comers in the field, and as a result, they all are touching most pinching problems of life and literature. This impetus being driven from the penmanship of the Professor, it has become a good omen for Urdu language and literature.

And now the efforts and activities of Prof. Fateh Muhammad Malik are being utilised with full force, firmness and fomentation, to protect and promote Urdu, the National Language of Pakistan. It undoubtedly adds a golden feather to his cap. As a Chairman of National Language Authority, his concern and curiosity to safe this language from all the thorns of prejudice and fright, would go a long way in the history of Urdu language and literature__ just like Sir Syed, Maulvi Abdul Haq and Dr Syed Abdullah. Being a man of diverse qualities, Prof. Fateh Muhammad Malik has become a real asset for the nation and the land, and should be given the due respect by all and sundry. On my part, I salute him for his marvelous achievements and splendid deeds.

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BOOK REVIEW

THE LIFE AND WORKS OF THE PROPHET OF ISLAM

Reviewed by

DR. MEHBOOB AHMAD
&
LT. COL(R) SALEEM AKHTAR MALIK*

Title:	The Life and Works of the Prophet of Islam
Author:	Dr. Muhammad Hamidullah
Translator:	Dr. Mahmud Ahmad Ghazi
Pages:	522
Price:	Rs. 350/- $ 30.00
Publisher:	Dr. Muslihuddin Islamic Trust
Printer:	Islamic Research Institute, P.O. Box 1035, Islamabad (Pakistan)

Sirah or life of the Prophet of Islam (PBUH) has been a subject of immense significance for Muslim scholarship as well as for the common man. A normative source of guidance for the Muslims, *Sirah* has been the subject of a long and unending series of books and studies by the historians, traditionists, jurists and scholars interested in other branches of learning. In the first century of Islam, *Sirah* constituted an integral part of not only the law of Islam but also of the exegesis of the Qur'an, of history and other areas of Islamic intellectual enterprise. The first three centuries of Islam represented a period of collection and classification of the available material on the life, conduct, personality and statements of the Prophet of Islam (PBUH). This was followed by a long period during which the scholars of Islam focused their attention

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on the interpretation of the collected materials, expansion and consolidation of the subject as a developed and systematic discipline. The advent of Western colonial powers in different parts of the Muslim World, since late nineteenth century onwards, ushered in a new era of studying *Sirah*. As a result of the intense intellectual encounter between the Muslim orient and colonial occident, new dimensions in the study of *Sirah* were explored and a new genre of literature came to be for mostly in response to the abundance of works produced by Western writers on this subject.

Writings of scholars like Sir Syed Ahmad Khan, Shibli Numani and Muhammad Sulaiman Mansurpuri were the best examples typifying this response as it emerged in the Subcontinent. With the passage of time, institutions were established to formulate a collective response to this challenge. Several efforts were made to present Muslim point of view in a scientific and collective way about the issues raised and questions posed by new Western scholarship.

Dr. Muhammad Hamidullah, one of the most widely read and known scholars of Islam in the modern Muslim world introduced a host of new avenues in the study of *Sirah* and produced fairly a sizeable volume of literature on the subject, characterized by the novelty of its approach, extensive nature of its treatment and the originality of its content. He was engaged with this subject for more than six decades and produced dozens of books and studies on different aspects of *Sirah*. However, his *magnum opus* is his French book: *Le Prophete del' Islam: Sa Vie et Son Oeuvre*.

This book represented a unique contribution in the French literature. It proved to be an important addition in the general study of the *Sirah* or life and works of the Prophet of Islam (PBUH). While stating the reasons for writing this book, the author writes that in hundreds and thousands of books or articles published in all languages of *Sirah*, the administrative institutions and organizations set up in the interest of the community, by the Prophet (PBUH), seem to have singularly escaped the attention of research scholars. In this book the author has tried to fill this gap. Similarly, the author did not follow typical biographers' approach of describing events chronologically. Instead Dr. Hamidullah believed that great personality of the Prophet of Islam (PBUH), who strived simultaneously on several fronts, the evolution of relations with the various specific areas and communities can't be grasped well. That is why the author studies facts by grouping them under topics like Makkah, Byzantium, Iran, and Jews, etc. In this manner, the author believes that at the cost of some repetition, the description appears, in this way, more coherent and lively. In writing of this book, Dr. Hamidullah has not only relied on secondary sources for research. In fact whenever possible he went for original sources. For the purpose of writing of this book, he widely traveled various parts of the world particularly Middle East and North Africa. The book seems to be collection of research papers. This could be seen from the list of references written at the end of each chapter.

The original book was published in French more than forty years ago, (in 1959). According to the author it was not only the result of his life long study of the subject but ever since he unceasingly continued research in the field. Each and every one of its numerous re-additions has continued modifications and ameliorations; even the present English version is not a mere translation of the last French edition, but has numerous additions and corrections.

The book starts with the introduction, which consists of seven chapters. The title of first chapter is "The Prophet of Islam: Why to Study his Life"? For a Muslim the answer is simple, he can't be a Muslim unless he follows in his life the conduct of his Guide. A non-Muslim should study the life of the Holy Prophet (PBUH) first before judging it. The title of second chapter is "Material and Primary Sources". In this chapter, the author discusses the sources and material available for the biography of the Holy Prophet (PBUH). He states that material contemporary to Prophet Muhammad (PBUH) is abundant. He particularly mentions about Quran and Hadith. The Holy Quran was compiled under his own supervision whereas Hadith, a record of that Prophet said or did, was narrated by his companions. It should be noted that among the great number of converts during the Prophet's (PBUH) life time, there are more than a hundred thousand who have transmitted to posterity at least one fact on the life of their master. The huge number of immediate sources and eyewitnesses of life of a single person, which we came across here, is unparallel before him, and even after him. Apart from these two sources of Quran and Hadith, contemporary poetry, containing descriptions and hints to the life of the Holy Prophet (PBUH), constitutes a precious source of information. As the Arab proverb goes: "Poetry is the records office of the Arabs". There are hundreds and thousands of contemporary inscriptions at Makkah, Madinah and Taif. They are also important source of necessary material. As from very early date, Muslim started writing biography of their Prophet (PBUH). Some of these were prepared during the time of his companions. Apart from these, there were many other people who wrote on the life and works of the Holy Prophet (PBUH). Dr. Hamidullah states that he has taken advantage of the work of his predecessors, both from the East and the West.

The title of chapter three is "Environment and Circumstances". In this chapter, the author talks about various civilization contemporary of the Holy Prophet (PBUH). He talks about China where only chaos and decadence could be seen. Everything in China was in transition at the period of concern. He also talks about India and its rulers of time of the Holy Prophet (PBUH). Their caste system, their concept of untouchability, their worship of phenomenon, instead of the creator of the phenomena, had led them to the cult of gods more numerous than their worshipers—400,000,000 gods. Gotam Buddha protested the whole thing, but Brahmans got rid of Buddhism with much cruelty and drove it away form its native land—India. In this chapter the author also talks about Turkestan and Mongolia, but with rather brevity. He, however, examines Byzantine Empire with more detail. At the time of the Holy Prophet (PBUH), Roman Empire had already gone. All that was left was the Eastern part of the empire, later called Byzantine Empire and the Western provinces even Rome, the capital, had been occupied by invaders from the north (Germany).

The author also talks about Iran of that time which was under the influence of Mazdak and humanity's sufferings in Iran were no less terrible than elsewhere. Dr. Hamidullah also talks about Abyssinia, a place of ancient civilization. In the very year of the birth of the Holy Prophet (PBUH), Abyssinians organized an expedition from Yemen to conquer Makkah, but they were reduced to "a husk of eaten grain". In brief, whichever direction we look at that period, we only see wars, foolish prejudice of race, color, language or region, poverty, due to wrong distribution of wealth to only a few rich people, the rest of the population not possessing anything. Human beings had forgotten that they were all descendent of the same couple: Adam & Eve (PBUT); and their fratricidal hatred had brought them down to a level lower than that of beasts. Many of them practiced materialism, only worthy of wolves. To devote themselves to spiritual practices, some had withdrawn themselves from the world; no doubt they resembled angels, but that was of use only to themselves, and human society scarcely benefited from it. Every one had forgotten that man is made up simultaneously of a body and a soul. Humanity was in need of a lead, a "religion", which could give it a general guide showing the way to both routes: material and spiritual, establishing a link, a balance, between these two aspects of man, to give him a way to harmonious development. Man is neither a devil nor an angel, nor a stone; he is capable of doing well and doing evil, but he also possesses reason to control his bad inclinations and his passions. Man at that time was in need of being taught that he not only had rights but also correlative duties, and that he would be held responsible for all that he would have done in this life.

The title of chapter four is "Choice of Venue". The author says that a movement is more effective from the center than from periphery. Since world needed reorientation, where then should be the center or headquarter of this reforming mission? To show which place should act as center for this reforming process, the author presents various arguments including geographical, sociological, practical, psychological and linguistical. Through his very strong and most extensive arguments, the author shows that Makkah was most suitable to act as center of reformation. Similarly, Arabs were most suitable to carry this mission because they have almost always been independent from other nations. Their language was pure and they had preserved their energy and talent during the whole antiquity. Their energy and talent were crystallized and channelized by Islam towards better ends. They were fearless but Islam taught them to respect the blood of others including enemy that is why territorial expansion (at the time of the Prophet (PBUH) and his rightly guided Caliphs (MABPWT)) was not due to bloody wars, but by a simple military walkover (like North Syria and Phoenician Coast).

The people of Makkah were not peasants but traders. They were ready to leave their country and home for a good cause including trade. That is why Arabs already knew their neighbors' customs, habits, laws and even routs to their countries before undertaking their conquest. The author also talks about practical reason for the selection of Makkah as there was a sort of democracy and equality of citizenship (no caste system, color and race barriers). Having no influence and importance on the international scene, the Arabs were in better position to treat others with equality compared with other great nations of that time, Arabs believed in merit.

The author also mentions psychological and linguistical reason for the selection of Arabs. With the exception of coastal regions, the greater part of Arabia, including Makkah, had always remained independent. They have remained so despite the efforts on the part of Romans, Byzantine and Iranian kings. The author believes that selection of Arabic language as the vehicle for the message of God has its advantage: no other language in the world is comparable to Arabic. There is no evolution in this language. Prose and poetry used 1500 years ago does not differ from those of today. The Holy Quran and teachings of the Holy Prophet (PBUH) are clear to those Arabic speaking today as they were to those to whom they were first addressed.

In chapter five, the author talks about choice of Makkah as the center of universal movement of Islam. He states various reasons including being as the "Navel of the Earth". Chapter six talks about choice of Muhammad (PBUH) for the supreme divine mission. The author states that God can choose any one for any mission. But as He has of His own design, created this world as a series of causes and effects, one can see these causes at work in the choice of Muhammad (PBUH) for his divine mission. Muhammad (PBUH) was a man of high character. Even before he was selected as Prophet (PBUH), he was famous as *Ameen*, protector of widows and shelter of orphans. In chapter seven, the author writes about the ancestors of the Holy Prophet (PBUH). Starting with Ismail (PBUH), the author goes through the life sketches of various ancestors of the Holy Prophet (PBUH) including Qusaiy, Kuzaah, Abd Manaf, Hashim, Abd al Muttlib and Abdullah. He particularly writes in detail about the Prophet's (PBUH) grandfather Abd al Muttlib.

Part two of the book is titled "The Appearance". This part consists of six chapters starting from chapter eight through chapter thirteen. The title of chapter eight is "Birth of Muhammad" where he writes some of the events of childhood of the Prophet of Islam (PBUH). He talks in detail about the time Prophet (PBUH) spent with his foster mother Haleemah (MABPWH). Similarly he mentions about Muhammad's (PBUH), coming back to Makkah and then leaving for Madinah with his mother who died on her way back home from Madinah. While staying in the custody of his grandfather, Muhammad (PBUH) was well-behaved child and known for his manners. He was a blessed intelligent child as Abd al Muttlib prayed God to send rain in the name of his grandson and always asked Muhammad (PBUH) to search for his lost animals and other articles. In chapter nine "The Orphan at His Uncle's House", the author talks about Muhammad's (PBUH) time spent at his Uncle Abu Talib's house. The author mentions about the good qualities of Abu Talib and his wife who looked after young Muhammad (PBUH) like their own children. At that time there was no school at Makkah that is why Muhammad (PBUH) could not attend any school. He worked as a shepherd for a Makkahan, earning some money to add the meager income for his uncle. During this time the young Muhammad (PBUH) traveled to Syria with his uncle who was heading a commercial caravan from Makkah to Syria. The title of chapter ten is "War of Profanation and the Order of Chivalry". In this chapter, the author gives details about the war of profanation and the order of chivalry. He mentions in detail how order of chivalry has been effective in helping people in distress and trouble. The Holy Prophet (PBUH) liked order of chivalry even when he was selected as Prophet (PBUH). The title of chapter eleven is "Life of Independence". In this chapter, the author narrates the circumstances which brought Muhammad. (PBUH) of twenty five years closer to a rich Makkan Lady, Hazrat Kadijah (MABPWH). The Prophet (PBUH) took the commercial luggage of Kadijah (MABPWH) for trade and came back with much more profit than usual.

The title of chapter twelve is "Marriage and Family Life". Therein, the author talks in detail about various physical features of the Holy Prophet (PBUH). He also writes certain characteristics of the rich lady of Makkah—Hazarat Khadijah. Having being impressed by the personality of the Holy Prophet (PBUH), the distinguish lady decides to marry him. In this chapter the author writes details related to the marriage and the family of the Holy Prophet (PBUH). Awakening of Religious Conscience is the title of next chapter. In this the author tells how the Kabbah caught fire and as a result Makkan decided to rebuild the building with donation from general public but not accepting the same coming from immoral gains. Those days a ship ran aground near Makkah. The Makkan bought the plans of ship to rebuild the Kabbah. Since material was not sufficient for the whole building, some part of the building was left roofless. Here the author also tells us details of placing of *Hajr-e-Aswad* (black stone) by the Prophet of Islam (PBUH). The author also mentions about the Prophet's (PBUH) various visits to Hira and ultimately arrival of Gabriel. The author also describes in detail the way in which revelation was made as described by the Prophet (PBUH) himself and by his noble companions (MABPWT).

The title of part three is "The Mission". There are six chapters in "The Mission" from chapter fourteen to chapter twenty-one. "Beginning of Mission" is the title of chapter fourteen which describes the earliest revelations and the events, which followed these revelations. Chapter fifteen titled as "Communication of Divine Message" describes the second period of mission when the Holy Prophet (PBUH) was commanded to preach starting from his own clan. Accordingly the chapter describes the reactions of his nearest relatives, particularly Abu Lahab. After some time the Prophet (PBUH) is commanded to "expound openly that which thou hast been commanded and turn away from the makers of gods". This said chapter also describes early conversions and converts especially Abu Dharr Ghafari (MABPWH). The chapter also talks about the conversion of other early converts like Sad Ibn Abi Waqqas, Bilal and Umer bin Khatab (MABPWT) at later stage. The chapter also narrates the circumstances of first martyr of Islam. In this chapter the author states the early attempts of Makkans to Persuade the Prophet (PBUH) to abandon his preaching. The author describes in detail the "Splitting of the Moon" and Islam of Rukanah, Umar and Hamzah (MABPWT). "Emigration of Abyssinia" is the title of chapter sixteen wherein author describes details related to circumstances, which forced the Muslims to leave Makkah. The title of chapter seventeen is "Social Boycott". Exasperated by the refusal of Negus to extradite or punish the Muslim refugees in Abyssinia, the Quraish decided to excommunicate the Holy Prophet's (PBUH) clan. Accordingly, in this chapter the author writes details about the social boycott and resulting sufferings of the Holy Prophet (PBUH) and his family.

At the end of social boycott, the Holy Prophet (PBUH) suffered the loss of his uncle (Abu Talib) and his wife Hazrat khudaja (MABPWH). The Prophet (PBUH) of Islam underwent hardest trials and accordingly received the divine reward in the form of *Miraj.* In chapter nineteen the author writes details related to Mairaj and miracles particularly miracles of the Holy Prophet (PBUH). In this chapter, the author describes detailed account of the*Miraj.* The title of next chapter is "Islammization of Madinah". In this chapter the author describes events related to Prophet's (PBUH) contact with people of Madinah and their accepting of Islam as their religion. In this chapter the author also writes details related to the Prophet's (PBUH) migration to Madinah. The title of chapter twenty one is the "Women's Role in Islam before Hijrah". In this chapter the author writes about some of the ladies of

Islam and their respective contributions in the spreading of Islam. He particularly writes the contribution of Hazrat Khadijah (MABPWH), the wife of the Holy Prophet (PBUH). Part four of the book is about "Hijrah or Immigration to Madinah". It consist of three chapters, namely chapter twenty-two to twenty four. The title of chapter twenty-two is "First Measures Taken in Madinah". It describes the building of mosque at Quba and buying of land and ultimately building of Prophet's (PBUH) Mosque. Another thing the Holy Prophet (PBUH) did, was to create contractual brotherhood among Makkans and Madinites. The purpose of this was to rehabilitate the Makkans who migrated with the Prophet of Islam (PBUH). Organizing the Community is the title of chapter twenty-three. In this chapter the author takes account of various inhabitants of Madinah including Muslim (Migrants, Aus and Khazrijs) and non-Muslim. The chapter particularly includes details related to Jewish Tribes of Madinah and their attitude towards Muslim. In the next chapter, twenty four, the author writes the constitutional law of the first Islamic state that is the "Constitution of the State". The final part of the book is "The Politico-Religious Life" which consists of twenty-seven chapters starting from chapter twenty-five to fifty one. Chapter twenty-five describes the relations of Madinah with the Quraish of Makkah. The author tells us how the Muslims of Madinah counter attacked the economic interest of Makkans. The chapter also describes detailed account of Battles of Badr, Uhud and the Trench. The author also writes about the reconciliatory efforts of the Holy Prophet (PBUH) towards Makkans and subsequent journey towards Makkah to perform Umrah. At this stage Makkans resisted and an agreement at Hudabiah was signed between the Prophet (PBUH) and the Makkans which allowed Muslim to perform Umrah next year. Due to this historic agreement, Allaha facilitated the taking over of Makkah and its ultimate unification with Madinah. The author writes in detail about the Prophet's (PBUH) activities related to dispatching and receiving of missions from other parts of the world. The author also writes details of last sermon of the Holy Prophet (PBUH) of Islam. In chapter twenty-six the author writes detailed account of Ahabish Tribes that were living around Makkah and were allied to the Quraish. The next chapter describes the relations of Arabs with Abyssinians. In this chapter the author describes the bad relations between Jewish rulers of Yemen and Christian rulers of Abyssinia. When Jewish rulers prosecuted their Christian subjects, Abyssinians attacked and conquered Yemen. The same Abyssinians later attacked Makkah to be defeated by birds. The chapter also describes the cordial relations between Muslim and Negus. The next chapter addresses the question of authenticity of the letter of the Prophet (PBUH) to Negus, the king of Abyssinia. Chapter twenty-nine describes the relations between Muslim and Christian of Egypt whereas chapter thirty examines the authenticity of the letter of the Prophet (PBUH) to the Muqauqis. Chapter thirty one describes the Madinah's relations with Byzantine Empire including Ghassans of Syria. The chapter also includes letters of the Prophet (PBUH) written to Ghassans of Syria and Heraclius, the grand chief of Romans (two letters to the latter) and Doughatser, a Bishop in Roman court. In next chapter, the author discusses the authenticity of Prophet's (PBUH) letter to Heraclius. Chapter thirty-three examines Madinah's relations with Iran. It also narrates details related to letter written to Iranian Emperor by the Holy Prophet (PBUH). The next chapter examines the authenticity of the letter. In the chapter thirty-five, the author examines the Madinah's relation with the Iranian colonies. The author also discusses the originality of letters written to rulers of Iranian colonies.

The thirty-six chapter deals with the discovery of the original of one of the Prophet's letters to Al- Mundhir, the Greek Governor of Egypt. The German magazine ZDMG announced the discovery. According to the magazine, the attaché of the Royal Prussian embassy in Constantinople met an Italian who claimed to be in possession of the original of one of the letters of the Messenger of Allah (PBUH). Magazine's editor, in his note, casts doubts on the authenticity of the letter and supports his viewpoint with cogent arguments. However, the author demolishes all the arguments one by one and establishes that the letter is indeed an original.

The chapter thirty-seven narrates the interaction between the Persian Empire and the Arab tribes dwelling in the Persian colonies established on the fringes of the Arabian Peninsula. It begins with describing the relations between the Tamamites, a nomadic people living in what is now Bahrain, and the Khosroes of Persia. The author goes on to explain how the political landscape was transformed after the advent of Islam. A detailed description of various Arab tribes inhabiting Yemen and Eastern Arabia (bordering the Euphrates Valley) adds tremendously to the reader's knowledge.

In the chapter thirty-eight, an academic discussion on the discovery, authenticity, and significance of another letter, written by the Messenger of Allah (PBUH) to the joint rulers of Uman, throws light on many hitherto hidden aspects of the life and times of the Prophet (PBUH). The age of the document is more than 1390 years. The scholars have already discovered the original of another letter of the Prophet (PBUH) addressed to Heraclius, Byzantine Emperor, which contained a similar message and was for the purpose of proselytism.

A thoughtprovoking discussion on the religious and social philosophy of the Messenger of Allah (PBUH) is carried out in chapter thirty-nine. It explains how, as an intelligent observer of the human psychology, the Prophet Muhammad (PBUH) had discovered that a too idealistic teaching risks frightening ordinary people. The author also dwells upon the prophet's (PBUH) premise that a morality without power was as dangerous to the society just as the power without morality.

After the victory of the Prophet (PBUH) over the infidels in the battle of Badr, the Makkans, for avenging their defeat, deputed a diplomatic mission to the Negus in Abyssinia, in order to demand of him the extradition of the Muslim refugees in Abyssinia. When the Holy Prophet (PBUH) learnt the news of their mission, he immediately sent Amr Ibn Umaiyah to Abyssinia in order to intercede with Negus in favour of the Muslims. This chapter "The Ambassador Par Excellence, Amr Ibn Umaiyah" is devoted to describing the prudence and charisma of Amr Ibn Umaiyah and his role as the ambassador of the Messenger of Allah (PBUH) in the court of Negus, ruler of Abyssinia.

The next chapter forty-one begins with describing the historical background of Khuza'ah, a powerful tribe of Arabia originating from Yemen. The author lucidly describes the exploits of this tribe and its role in determining the geopolitical life of the Arabs settled in and around Makkah. The interaction between this tribe and the Messenger of Allah (PBUH) has been dealt with in detail.

The title of chapter forty-two is "Hawazin Tribe and Town of Ta'if". A very informative narrative on the history and socio-political life of Hawazin forms the core of this chapter. Hawazinites have been described as one among the more violent tribes that played a crucial role in the anarchy of the pre-Islamic Arabia. It was a large tribe, and occupied the space between Makkah and Nejd in the East, descending to Yemen in the South. The focal point of the Hawazinites was the town of Ta'if. This tribe had been prominent during the Messenger of Allah's (PBUH) ministry. The interaction has been amply covered by the author.

The chapter "Other Tribes" throws light on some of the tribes living in the vicinity of Ta'if. These were the Azd, the Ghaftan, the Taiy, the Banu Asad, the Quda'ah, and the Kalb. A comprehensive analysis of the importance of the town of Dumat al Jandal has been given. Being at the cross-roads of the northern and southern caravans, this town played an important role in shaping up the destiny of the Arabian Peninsula during the times of the Messenger of Allah (PBUH).The author amply highlights the matrix of power during the struggle between Islam and paganism.

The title of chapter forty-four is "Denunciation of the Pacts of Alliance with the Pagans". In this chapter the author highlights the socio-political relationship between Muslims and pagans. It was a delicate relationship in which the Messenger of Allah (PBUH) used his strategic vision and wisdom to neutralize the infidels during a time when Islam was in its formative stage, and was thus vulnerable to many threats. As a result of his prudent policy, there was a penetration of Islam within the pagan tribes, thereby facilitating peace for the Muslims during these tumultuous times.

After the occupation of Makkah, there was a need to revise the policy toward pagans. Near the end of the year 9H, the Prophet (PBUH) received the revelation of certain verses of Quran which laid down the parameters for future relations with infidels. The essentials of this revelation are amply explained by the author.

This chapter "Apostasy and Rebellion of Certain Tribes" is dedicated to the discussion on the evil of apostasy and the rebellions by false prophets and hostile tribes who had grudgingly accepted Islam. These people left no stone unturned to harm Islam whenever they found an opportunity to do so. Whether dealing with Musailimah the liar or Umm Zamil, the daughter of the Ghatafanite Umm Qirfah, the Messenger of Allah demonstrated remarkable prudence and strategic vision. The challenge posed by the reactionaries to the growing power of Islam and how this challenge was overcome has been thoroughly covered by the author.

The chapter "Relations with the Jews" exhaustively deals with Islam's relations with the Jews. It starts with a brief history of Jews, with references from Quran. The author gives a brief overview of the Jewish communities settled in the Arabian Peninsula and highlights the fact that in the beginning of the seventh century of the Christian era, the Jews as well as the Christians were awaiting the advent of the last divine messenger who would give to the humanity what it needed. The chapter then deals with the relations between Muslims and Jews in the beginning of Islam. These relations were formalized after the Hijrah, resulting in the Covenant of Madinah that enshrined the rights and obligations of all the concerned parties; Muslims, Jews, and pagans. However, the Jews broke the covenant and the Messenger of Allah (PBUH) was forced to destroy the socio-political power of the Jews once and for all. This struggle has been covered in detail by the author.

The title of chapter forty seven is "Jews outside Madinah". This chapter gives details about the Jews living in Khaibar and its environs, and how they reacted to the challenge posed by Islam. It was a fertile area that was dotted by a considerable number of Jewish fortresses, thereby making its defense impregnable. As the Jews lost no chance in harming Islam by joining hands with forces inimical to the Messenger of Allah (PBUH), they drew the divine wrath. One by one their fortresses were raised and their political and economic power broken for good.

The chapter "Relations with the Christians" deals with the role played by the Christians during various stages of the Prophet of Allah's (PBUH) ministry. It traces their historical background and origin, telling us that at the time of emperor Justinian, a considerable number of monophysite Christians took refuge in Najran. The author cites Quranic references to highlight the nature of Christ (PBUH) and his real teachings. This chapter also gives details about various Christian tribes inhabiting the Arabian Peninsula during the time of the Messenger of Allah (PBUH).

The chapter "Jesus Christ and Christianity According to the Quran" is a sequel to the previous chapter and deals with the real nature of Jesus Christ according to Quran. The author cites Quranic references to demolish the Christian myths about his death. The chapter fifty throws light on the contemporary religions during the time of Messenger of Allah (PBUH). It briefly mentions the Magians, the idolaters and the associates, the Buddhists, and other religions of India. The commentary on Buddhism is particularly interesting.

The title of chapter fifty-one is "The Frontiers and Administrative Divisions of the State". In this chapter the author concludes his thematic study by observing that the Messenger of Allah (PBUH) had not received his state as a legacy-but he created it from scratch. This state kept on expanding till the very last days of his life. A brief chronological overview traces the expansion of the Islamic state from the first year to the tenth year Hijri.

BOOK REVIEW

BIOGRAPHY OF AN EDUCATIONIST

Title:	Dr. Mahmud Hussain
Compiler:	Begum Saqiba Rahimuddin
Pages:	272
Price:	Rs.600/-
Publisher:	Saqiba Rahimuddin 9-Jami Road, Rawalpindi Cantt.

Dr. Muhmud Hussain was a well-known educationist, aa noted historian, an experienced translator, an inspiring orator and, above all, a noble and nice man. Being scion of such a distinguished family who was adorned with the chequerred personalities of Dr. Zakir Hussain and Dr. Yusaf Hussaib, Dr. Muhmud Hussain had carved out a place of prominency for himself in a number of fields.

It was in the 1930s that he rendered Rousseau's most important work *Social Contract* into Urdu, and thus isntroduced this French philosophical writer to us whose influence exerted on political opinion in many countries for nearly two hundred years. During the same decade, Dr. Muhmud Hussain translated into Urdu *The Prince,* a book written by world-famed Machiavelli. Due to Dr. Hussain;s endeavour, the horizon of Urdu language and literature was mucyh broadened.

In 1933, Dr. Mahmud Hussain started his career as a teacher in the University of Dhaka, where he rose to the rank of Professor and Head of the Department of History. After the emergence of Pakistan, he joined the Government services in 1949. he served as Deputy Minister, Minister of State and finally as a Cabinet Minister, holding these portfolios in education sector. He also served Dhaka and Karachi Universities as Vice Chancellor.

His was the personality of manifold qualities. Doctor sahib was very fond of reading books which taste inspired him to found Pakistan

Library Association in 1957. His most comprehensive contribution is Jamia Millia, Malir (Karachi). Dr. Mahmud also established a publishing house and managed to print dozens of books on adult education. The credit also went to this educationist for bringing out a juvenile magazine from Jamia entitled as *Sitara* under the editorship of well-known children's writer Abdul Wahid Sindhi.

Being a noted historian, he devoted much of his time to develop the taste of historiology in Pakistan. As Chairman, Pakistan History Board, he managed to publish *A Short History of HindPakistan.* The primary purpose of this work was a correct and scientific presentation of our history.

The youngest daughter of this great man i.e., Begum Saqiba Rahimuddin, a distinguished author on her own right, has painstakingly compiled this book which throws ample light on the lfie and works of the late Dr. Mahmud Hussain. It carries seven chapters, bearing different titles, such as biographical sketch, sentiments of different personalities, life and achievements, letters addressed to Dr. Mahmud Hussain, poetic homage, librarianship, Jamia Talim Milli, elegies written on his death, condolence messages, etc. all these narrations depict the manifold and varied qualities of Dr. Mahmud. Moreover, rare photos have also been inserted therein which enhance the worthiness of this book. As a whole, this presentation by Begum Saqiba Rahimuddin deserves much applause. Even for the new generation, which has inspiration to know about those gigantic persons who had contributed a lot in the making of Pakistan, this book will prove to be a specific source.

Since Dr. Mahmud Hussain was a pillar of librarianship in Pakistan, it is hoped this biography would be kept in each and every reading centre of the country. The least we can do in paying homae to this great person of Pakistan.

Dr. Mahmudur Rahman
Editor

BOOK REVIEW

A POETIC COLLECTION OF TRUE EMOTION

Title:	Sannata Bolta Hai
Author:	Daud Rizwan
Pages:	112
Price	Rs. 120/-
Publisher:	Dastawaiz Matboat 9-3rd Floor, Aalam Building, Urdu Bazar, Lahore

According to Lord Bacon:

"Poetry has something divine in it, because it raises the mind and hurries it into sublimity, by conforming the shows of things to the desires of the soul, instead of subjecting the soul to external things, as reason and history do."

The young and smart poet Daud Rizwan adheres to the very norm of poetry duly visualized by Bacon. He does not make his verses as the symbol of such things which are the purview of historians and the subject of logical analysts. As a poet, he depicts the real issues of life, which the historians and logical analysts have always had ignored. To Daud, the existence of human being on earth is such a thrilling subject which inspires the sensitive intellectual to pen down on the piece of paper. And this very piece, comprising one or two leaves, carry therein an ocean of such facts and figures which seem more impressive and inspiring than that of thousand pages of any historian's and logician's. It is because of such characteristic of poetry that from the time immemorial, this genre has had been liked and read by and restored in memory of all and sundry.

It is a matter if immense pleasure that Daud Rizwan also comes in the category of such individuals who have been bestowed upon the art of expression in poetry by the Creator of the universe. This bestowed art he has devotedly developed to a great extent. It is proved through this volume of Daud's God-gifted poetic talent titled as *Sannata Bolta Hai.*

After going through the collection of more than fifty poems, one can predict without any fear of contradiction that Daud would surely acquire a niche in the temple of fame. Only he will be required to do is to continue his poetic process painstakingly and with much devotion to this genre. Thus he may be able to put a spirit of life and motion into the universe – which is going astray every now and then.

Dr. Mahmudur Rahman
Editor

DINNER

Hosted by Prof. Dr. Altaf Hussain
Vice Chancellor, AIOU
in honour of delegates of
5th International & 15th National Chemistry Conference
held on November 24, 2004.

During thousands days of my life,
I've attended hundreds of functions;
And listened poets of repute,
Even scholars' fine discussions!

Such a gathering adhered to Arts,
Literati's talkings generally did base ---
On fiction, plays, essays, travelogues,
All deliberating Romance as a case!

But Chemistry Conference broadened,
Canvas of mind to great extent;
Development of Science as highlighted there,
Enlarged the knowledge of each participant!

It's only Science which made barren earth,
A place of glamour, charm and fun;
Life through it looks much beautiful,
Significance of Science we can't abandon!

All such theme emerged in mind,
During a dinner hosted by V.C.;
In honour of distinguished delegates,
As token of respect, love, courtesy!

All the guests enjoyed dinner,
Full of delicious foods to eat;
Rice and bread and tasty salad,
Gajar Halva ____ sweet and neat!

Dr. Mahmudur Rahman
Editor, PJE