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TO THE READER

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

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EDITORIAL

OUR EDUCATION POLICY: THROUGH THE AGES

The education system of Pakistan has its roots in the historical background of the subcontinent. The *Maktabs* and *Madrasas*, the indigenous type of institutions, existed in the country before the emergence of the British Empire in undivided India. Education was imparted to the children in these institutions in oriented languages, such as Persian, the court language on which special stress was laid, and Arabic, the sacred and religious language of the Muslims. The main subjects then taught were logic, philosophy, mathematics and religious sciences. It may be mentioned here that Colonel Sleeman, who knew this subcontinent in the early nineteenth century better than any other Englishman, paid rich tributes to the quality of education imparted to the Muslim children during those days. He writes:

> *Perhaps there are few communities in the world among which education is more generally diffused than among Muhammadans. He who holds an office worth 20 rupees a month, commonly gives his sons an education equal to that of a Prime Minister. They (Muslim students) learn through the medium of Arabic and Persian languages. what young men in our colleges learn, that is grammar, rhetoric, and logic through of Greek and Latin. After his seven years of study, the young Muhammadan binds his turban upon a head almost as well filled with the things which appertain to these branches of knowledge as the young man raw from Oxford – he will talk as fluently about Socrates and Aristotle, Plato and Hippocrates, Galin and Avicenna.*

It was an irony of fate that our glorious achievements in the sphere of education were totally diminished just after the emergence of British rule in India. Lord Macaulay, who was appointed President of the General Committee of Education, stood for Western education through the medium of English language. It was a drastic, deteriorating and degrading decision having far-reaching effects on the august history of our education system and curriculum development. The foreign government formulated an education policy solely designed to produce only *clerical staff* to work in their newly formulated firms, factories and offices. The British Raj never bothered to achieve the noble objectives of education, such as the progress and prosperity of the people. It was because of this unrealistic approach of Macaulay that we were degraded and demoralised in all spheres of life. Even our educational system which was entirely maintained by rent-free grants,

got a deathblow. Due to political surroundings and economic catastrophe, the impoverished Muslims found it difficult to maintain their indigenous and old institutions on their own.

How lamentable and lachrymatory is the tale that while our past education system was appreciated and adored by an Englishman Colonet Sleeman, the other Britisher, Lod Macaulay deplored the deficiencies of our own methodology by passing such rubbish and retorting remark:

> A single English book is better than an entire collection of oriented books written in India. They deserved to be drowned out.

As a result of such degenerating policy, we people lost our precious period of more than a hundred years in merely knowing how to write and speak English language correctly. Through such educational reforms of our foreign rulers, we were almost reduced to the status of social and political outcasts.

It was in 1947 that after determined efforts and continuous struggle we broke the shackles of slavery and became a free people. We desired a homeland so that we could be in position to govern ourselves according to Islamic values and ideals of life. We endeavoured hard for our survival, progress and prosperity. As a free nation we were required to abolish that system of education which was forcibly imposed on us by foreign invader, during one hundred year colonial era. There was a need for introducing new education policy with national aims and objectives, which could meet the individual and collective needs of the people. At this critical stage, when we were devising ways and means for moulding the entire education system, Quaid-i-Azam Muhammad Ali Jinnah, the father of the nation, gave us the following guidelines:

> "You know that the importance of education and the right type of education cannot be over-emphasised. During foreign rule for over a century, in the very nature of things, I regret, sufficient attention has not been paid to the education of our people, and if we are to make any real, speedy and substantial progress, we must eamestly tackle this question and bring our educational policy and programmes on the lines suited to the genius of our people, consonant with our history and culture, and having regard to the modern conditions and vast developments that have taken place all over the world. There is no doubt that the future of our state will and must greatly depend upon the type of education we impart to the future servants of Pakistan.

Education does not merely mean academic education, and even that appears to be a very poor type. What we have to do is to mobilise our people and build up the character of our future generations. There is immediate and urgent need for training our people in the scientific and technical education in order to build up our economic life, and we should see that our people undertake scientific commerce, trade and particularly, well planned industries. Also I must emphasise that greater attention should be paid to technical and vocational education."

We have devotedly followed the guidelines given by the Quaid and thus reoriented and re-organised our education system for reflecting national values and meeting the challenge of the times. In this regard various commissions were formulated to chalk out the framework of our educational aims. Even conferences on national and provincial levels were held to elaborate the requirements and necessities of education we intended to impart. Moreover, various educational policies were made on national level to enhance the rate of literacy. Due to our endeavour, rays of learning spread through formal education. Several schools, colleges and universities were opened in Pakistan.

When distance education system was formulated in Britain, we were the second to follow this method. By Grace of God, we have made enormous progress in the field. This face can be well revealed through AIOU, the *Beacon* of *Light*. The interview given by our Vice Chancellor to a leading newspaper of Pakistan illustrates the real picture of gaining a glorious goal set by the Founder of Pakistan. Likewise other articles of this *Special Issue* highlight the achievements made in the sphere of education --- through distant learning system. Moreover, we have managed to publish in this issue a number of articles on formal education. At the Golden Jubilee of our freedom, we are proud of achieving our lost glory.

Dr. Mahmudur Rahman
Editor

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AIOU: A University For All-At Their Doorsteps

An interview with
Prof. Dr. Anwar Hussain Siddiqui*

It is an excerpt from an extensive interview of Prof. Dr. Anwar Hussain Siddiqui, given to "Dawn," a noted newspaper of Pakistan. For the general information of our readers, we are reproducing this invaluable interview highlighting the role and achievements of AIOU.

Editor

Allama Iqbal Open University (AIOU), Islamabad, is a unique university where students do not have to come, but it goes to their doorsteps both in Pakistan and abroad.

Set-up in 1974, it is the largest university in Pakistan in terms of student enrolment. More than 300,000 students have been enrolled so far from Primary Teaching Certificate (PTC) to Ph.D. level, making it a mega university.

Vice-Chancellor Allama Iqbal Open University (AIOU), Dr. Anwar Hussain Siddiqui in an interview to *Dawn* said, "University's distant learning programmes are best suited to overseas Pakistanis".

Dr. Siddiqui said that Pakistanis living abroad especially in Middle East are facing problems as most of the schools are up to Higher Secondary Certificate

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* Prof. Dr. Anwar Hussain Siddiqui is the Vice-Chancellor of Allama Iqbal Open University and is also the Patron-in-Chief of this Journal.

(HSC) level. The parents have to send their children back to Pakistan or to abroad which is very expensive and most of them cannot afford it. The AIOU courses provide them excellent opportunity to continue their education without leaving their homes and facing any dislocation.

There is a demand from the overseas Pakistanis from many countries that they want to study Urdu and Islamic Studies. "We are trying to reach out to them and develop programmes to serve them," he added.

Dr. Siddiqui said that at present AIOU offers BBA honours and BA programmes and soon it will be starting Masters' level degree programmes for overseas Pakistanis. "We are looking for the collaboration of reputable institutions and faculties in Middle East or Masters' level programmes," Mr. Siddiqui said.

The AIOU degrees are recognized nationally and internationally, owing to its high standards of education. The University was formed by an Act of Parliament. "We are as good as any other university in the country, only our teaching methodology is different," he said.

The university's curriculum is the same as other universities of the country, and we do not award degrees without hard examinations. Owing to these criteria, "many of our students are getting higher education abroad and getting good jobs." The University has a semester system and provides guidance at its centres all over the country with the help of experts and tutors. The students meet the tutor every week and discuss their assignments. It also arranges workshops and refresher courses.

The Vice Chancellor said that the university is getting popular between students and about 35,000 applications were received for M.Ed this year, of which 3,000 were selected. "No formal university can produce 3,000 graduates in a year, but we are doing it," Siddiqui said. AIOU, he said, is the largest university in the country in terms of its enrolment and budget. Only this year, it enrolled 325,000 students in various subjects. About 55 percent of enrolment is female because the university is catering to the needs of women, who cannot go to colleges for various reasons, he added. Besides this, AIOU provides opportunities to those who could not get higher education to improve their qualification while they are on the regular jobs.

Dr. Siddiqui said AIOU is the only self-supporting university in the country. Out of the Rs.300 million expenditures each year, the University meets about

66 percent of its expenses through its own resources, while the government allocates Rs.80 million.

The University has 32 regional campuses and 2,000 study centres, and its basic clients are working people in the urban centres, and people living in rural areas, besides women students. The AIOU is planning to open new campuses at Loralai, Kalat, and Khuzdar areas in Balochistan, Dr. Siddiqui said. The university is trying to reach students all over the country through audio-visual aids, and where there is no electricity people can use the tape recorders run by batteries.

After achieving success in computer education, the University plans to introduce applied and basic sciences, he added, "We are collaborating with the private sector to arrange practical training, in science and technology branching out in a big way," the VC said.

The University, he said is meant for the poor and non-privileged class, therefore, it is being run on 'no profit-no loss' basis by keeping the fees at the minimum levels. "Our fees are one-third of other universities," he added.

The University also has a state-of-the art audio-video production unit which prepares educational programmes for the students. The University broadcasts its programmes on satellite television and radio as well to reach out to the maximum number of students even in remote areas and villages where no educational institutions exist. The University is also getting satellite facility with the help of UNESCO to expand its coverage.

"We are working to improve our programmes by acquiring services of private productions," Mr. Siddiqui said. The AIOU also wants to increase its time on Pakistan Television (PTV) from one hour to three hours daily for the convenience of students. Dr. Siddiqui said, presently there are 56 open universities in the world, but Pakistan was the second country to establish AIOU in 1974.

Britain gave the idea of open universities in 1968, and now this concept of distant education is very popular in the world owing to the introduction of Internet and E-mail, he said.

The government has limited resources for education so it has decided to open 250,000 non-formal schools by hiring volunteer teachers. The AIOU would assist the government in training of teachers in such a large number for these schools, he added. "No formal system can train such a big number of teachers," Dr. Siddiqui said.

Factors Inhibiting Interactive Online Pedagogy at OUHK

By

J S Mirza*

1- Introduction

The distance education at Open University of Hong Kong is in the process of shifting its delivery mechanism from traditional print mode with face-to-face (F2F) tutorial support to a more trendy and efficient methodology of online education. Less than two years ago, distance education was delivered solely through print, and learning support were provided through F2F and telephone tutoring. In some courses supplements of audio and video cassettes and broadcast TV were also provided. Recently a trend is emerging to adopt online education technology at least for some new courses that are in the development process or are due to be developed soon. The switch to online technology for theses courses is not 100% because the courseware is part print and part electronic and the element of online tutoring is insignificant. For instance a typical course of the sort would likely have learning package in traditional old print form while assignments would be delivered online. Students can long onto web pages to make some queries about the courses, an inter-peer chat service may also be available, but regular interactive tutorial support which makes the backbone of distance education will not be online yet. The old F2F tutoring and the tutor-student telephone contacts have essentially remained intact, and the provision of regular electronic interaction between students and tutors is virtually nil. The intention at the moment behind the current drive of using online technologies seems more to follow the global trend rather than providing enhanced learning support. As said, the efficacious use of modern online technology for participatory learning so far is insignificant.

The main gist of the use of online technology for education is the provision of enhanced regular interactive learning support both tutor-student and inter-peer to impart clear understanding of the course contents. Without it, the online education will not reach its intended fruition. The importance of teacher-student and student - student interactions in successful teaching episodes is supported by a considerable body of research (Web 1991; Bennet and Dunn 1991). Following

* The writer is associated with Open University of Hong Kong.

are some published expert thoughts relevant to benefits of interactivity. "Interactivity provides a means to motivate and stimulate learners. It provides the means for instructor to help students to consider and reflect on the content and process of learning and to seek deeper levels of learning and understanding of course content. Dialogue is a principal component in distance education" (Oliver, R and Mcloghlin C. 1997). Interaction encourages and facilitates cognition and plays an important part in promoting learner's intellectual operation and thinking process (Vygotsky 1978; Clement and Nastasi 1988). It must be recognised by any institution which establishes online education that the principal advantage for students in online study is the availability of enhanced regular tutor-student interactivity.

2. *Factor resistant to change*

Plans are underway to provide electronic tutorial support to students but the progress is slow and there is a lack of clarity and lack of design how electronic tutoring should be implemented. One thing is clear the F2F tutoring will not be out for quite some time and substitution of F2F support by electronic tutoring is far away yet. The single factor that is directly impending the provision of full regular online tutoring is:

The full functionality of the present F2F tutorial system

Full Functionality of Existing System

The present system of print-based distance education with F2F tutorial support has been functioning very well. Supplementary aids of audio and video cassettes, television broadcasts and telephone tutoring provide satisfactory additional supports to students. The feedback from the students and tutors regarding efficacy of F2F support and supplements are also very satisfactory. With a functioning system in place and working with reasonable efficiency, complacency sets in which resists enthusiasm to replace the system. A strong will is required to truce the complacency. In the context of Hong Kong, the complacency is further reinforced by the fact that it is a small city-state with well established transportation system, numerous tutorial centres and well-planned tutorial schedule, students do not face any problem in assembling their respective tutorials centres for F2F sessions. This is evident from more than 50% of attendance rate at tutorial even though the attendance is not compulsory. Such a situation is more conducive to F2F delivery rather than to electronic tutoring. The drive to institute the new technology-based system does not come from conviction of betterment of the new system; it rather has its base on urge to adopt trendy system. That may ex-

plain why the transformation from F2F to fully interactive electronic tutoring is moving slow.

3- *Problems in online tutoring*

There are potential pitfalls on the way that the new online system will encounter. There is a need to give concerted deliberation to overcome these potential difficulties so that the system can operate smoothly. There are:

- *Learners culture*
- *Trained tutors resource*
- *Handle on infrastructure*
- *Planning and implementation*

Learners Culture:

The success of interactive online education will require prior development of a specific culture in which students for most part of the learning depend on their own capabilities. Students must inculcate the habit of relying on their own efforts in the study. They must not relent when they confront difficulties in learning. They must be prepared to put sincere and tenacious efforts to learn on their own and leave tutors' assistance as the last resort. They must read and re-read and try to understand through reflection; self-interaction must become the way to learn. It is then that the foundation for culture of learning is ripe. Unfortunately the development of this self-reliance culture is hampered by the generous level of average F2F learning support provided in Hong Kong.

In fact F2F tutorial support for a course provided in Hong Kong, is more or less equivalent to the lecturing support provided for a study module in a typical university undergraduate course in terms of style of teaching and conduct hours and have virtually encouraged students to fully depend upon it. The situation is further complicated by the fact that generous learning support which should provide forum for interactive discussion between tutor and students on individual basis, is used much like in lecture form. The situation is that in a typical tutorial, tutor spends a good deal of time lecturing and spends rest of the time to entertain questions from the students related to lecture. This has led students to largely come unprepared in tutorials, listen to lectures and without participating in any collaborative discussion leave the tutorial room. This distance education culture can be compared in its delivery mechanism to campus- based part-time evening Programmes. One aspect that differentiates distance education from campus-based part-time lecture-delivered course is that in distance education tuto-

rials attendance is purely voluntary, whereas in part-time courses absence beyond a certain disqualifies a student from taking examinations.

With fully entrenched dependency of distance education on lecturing and almost nil experience of participatory and collaborative learning, Hong Kong students of distance education may find online tutorial support totally unattractive.

Trained Tutors Resources

The idea of dully interactive online education has not entrenched yet in Hong Kong, but when it does with some seriousness, a problem of finding enough trained tutors will emerge. Virtually all tutors have traditional teaching style-lecture and formatted tutorials—entrenched in them. Their state of preparedness to engage in interactive discussion in computer mediated mode is poor. It demands management of time, formation of discussion threads, an organised build-up of students knowledge and overall discipline of implementing discussion sessions. These characteristics make essence of interactive teaching and cannot be acquired without training and experience. It is vitally important that tutors be given much lead time filled with training and experience before take up interactive teaching.

Handle on Infrastructure

Development of infrastructure to provide interactive online education is not a problem in Hong Kong. The society is affluent enough to equip itself with all requisite resources as soon as it likes. There are already many Internet service providers and distance education providers are rapidly adding to their growing resources e.g., numerous servers and plenty web sites etc. to provide online learning. Learners are affluent enough to buy requisite hardware and software if need be. For all the money which can buy infrastructure is yet a need for a large lead time to let students and tutors have handle on infrastructure. They must begin to feel confident and comfortable to use the new technology before they actually start taking their tutorials and participatory learning. A proper guidance to students on the specificity and compatibility of the system that they need to buy is essential. A wise step has been taken in this regard by the OUHK and students have been advised to buy the services from a single Internet service provider. This would help provide a single standard hardware and software.

Planning and Implementation

A concerted planning based on the outcome of existing interactive teaching elsewhere across the globe and the existing culture of learning society and learning providers must be undertaken before implementation of online support. The inhibition of infrastructure is a blessing in disguise for both learners as well as tutors communities. This will let F2F tutorial support continue in parallel with online: Interactiveless education. This in the mean time will help provide opportunity both to the students and tutors. To train themselves on the use of infrastructure and develop psychological support to build confidence that they can use the system efficiently. Choice of technologies and management of online tutor support need to be thrashed out. There is a need to spend some time in planning how to manage and make online tutoring efficient. Hong Kong is not alone to carefully evaluate its needs in instituting an efficacious and efficient interactive system; Moskal et.al., (1997) reminds that while applications of distance education already exist at many colleges and universities, many institutions are still at the decision-making stage.

4. Other questions to ponder

There are a number of other pressing issues that need to be thrashed out first guidelines need to be prepared, training courses where necessary have to be provided and rules and regulations or practices need to be defined. Chief among the issues relate to assignments and tutorials:

Assignments

Currently for a typical course, students submit their completed assignments to and receive them back from their tutors thorough conventional mailing system. The written assignments receive tutors' commenting in the following manner, Mistakes from the student are highlighted by circling, underlining or crossing them and comments are written in coloured ink either in the paper margin or between the lines to distinguish tutors corrections from students main text. In online education where assignments are sent electronically tutors must be trained with the tools if it has the facility how to marginalize their comments and or colour it, or in the absence of such facility how to corrections and advice can be designed but clearly there would be a need to identify one from among many which are practised or craft one that is efficient and presentable. Tutors must be trained and advised to adopt that approach.

In the absence of any training and tools and the needs to provide numerous written explanations on assignments the tutors would find interactive tutoring very hard.

Tutor-student ratio

There will be a need to re-examine the tutor-student ratio which should be fair both to the tutor and students. Fairness would be a variable factor which will depend on the level of sophistication of technology used. Hypothetically say, if the technology is ultramodern and provides facilities of real-time two way audio and video desktop conferencing from home then a single serious student with a lot of inquisitiveness but with average background knowledge and average intelligence may well stay engaged for the whole lot of time of his tutor. In this case a ratio of 1:1 may seem appropriate. Currently for students of average inquisitiveness and seriousness and with moderate technology of computer mediated learning a ratio of 1:10 would seem suitable. It has yet to be determined how active, daring and tenacious students would be in the use of interactive technology compared to what they are in F2F mode. But it appears plausible that students would tend to be more active with their tutors in online environments, given the comfort of private communication from home where shyness and fear of asking dubious questions will be a their lowest. There seems to be no definite answer on tutor-student ratio yet for a computer-mediated online course; the faculty is still working out on the appropriate ratio as is evident from a discussion thread on DEOS-L (Kathleen Taylor, 1997)

Tutorials

Currently major learning supports which are called tutorials are mostly lecture-styled; they begin with the lecture and end in questions-answer session. This style suits students because often they come unprepared in the classes mostly for reasons of high work pressure and family engagements. Keeping same pattern in conducting electronic tutorials would become impossible, for lectures do not fit in computer mediated learning. There is need to define what an online tutorial can be and how it can be implemented. The tutorial style must be revised from part-lecture part-tutorial to a style where a tutor does not deliver knowledge in lecture form but only provides assistance to students who seek clarifications after exerting to discover meaning through reflection on their own. The tutor-student ratio have to be revised from present ratio of 1:30 in F2F mode to a more manageable size.

This would mean students would have to give up their habits of dependence upon lectures and must learn to put their own efforts in understanding course material. When they find difficulty in comprehending certain parts of topics under study they would contact their tutor to clarify these particular parts. It may not be possible for the tutors to provide full satisfaction on live computer chats, for tutors may also need to prepare themselves on the topics they are queried about. Under these circumstances an asynchronous communication seems very appropriate.

5. The benefits of online Vs F2F support

As previously said, even though the F2F support along with supplemental aids (audio, video and telephone) do constitute a very satisfactory learning support system, it still have some rigidity of conventional system in that students must assemble regularly at appointed times at designated places. It may not sound a severe constraint on Hong Kong students and teachers because of their short travel times and appropriate weekend schedule for tutorial support, but given intense office and family engagements in Hong Kong, some student must feel pressure on them to keep regular schedule. This is evident that some 50% of the students habitually do not attend the tutorials. It is not yet known what keeps them away from attending classes but is perceived that most likely cause may be lack of time from office and family engagements. Tutors who are usually full-time employed and work part-time as tutors may also be having similar bindings.

The greatest advantage of online teaching would clearly be enjoyed by the 50% of the students who do not attend F2f classes. They can make gains by participation in the online discussion. The attending 50% will also make additional gains over and above what they get in F2F classes. For them the saving in travel time can also be utilised in learning at home.

6. Conclusion

The open university of Hong Kong is currently engaged in a frenzied drive to introduce modern educational technologies. Virtually all the new courses will most likely have a component, large or small, on Internet. Each course old or new will likely have a web-page and synchronous or asynchronous communications services between tutors and students as well as with course co-ordinators will be provided. But there is a glaring absence of formalised and managed regular online tutorial support services. F2F tutorials which have been existence for long and will continue are currently the backbone of the support services. In the presence of this hefty F2F service and lack of training for tutors how to provide a strong and well managed online tutorial support, the online tutorial support, whatever,

provided by the tutors will almost be perfunctory. It is well recognised that online tutorail support and can be a great advantage for both types of students: those who attend and those who do not attend F2F classes. It is advisable for any institute to recognise and fully exploit the potential of online tutorial support. This can be done by providing intense training to tutors how to plan, conduct and manage online tutorials. A well planned and well managed online support will obviate any necessity of F2F support and help save resources.

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The Status and Possibilities of Professional Education Through Distance Mode

(An AIOU Experience)

By

Dr. Parveen Liaqat*

1. Background

Distance education is being increasingly recognized as the most viable system for responding to the multifarious educational/training needs of the teeming billions of people around the world. Obviously there is lot of scope of the application of distance education techniques for imparting professional education.

Before discussing the topic let us be clear about the term *professional education.* Profess means to know better than others the nature of certain matters and to know better than ones clients, whereas the word professional can be defined as the one who practices a profession, who is regarded as an expert in a specific field of learning and the one who seeks the mastery of the branch of learning upon which his occupation will be, or, is based.

Friedson (1970) classified an occupation as a profession in which some amount of higher education is made a pre-requisite for employment. The rationale behind this classification is that the formal knowledge creates qualification for a particular job.

Applying this definition to 1996-97 Pakistan Economic Survey figures produced an estimated total 150,696 thousand students (126, 840 thousands of male and 24,129 female) enrolled in 161 professional conventional colleges of Pakistan whereas enrolment in 35 conventional universities (including private sector universities which have been granted the charter by the Government) comes up to 71,819 thousands (53,863 thousands male and 17,956 thousands female). This includes the professional education for accountants, engineers, doc-

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* The writer is working as Professor/Dean, Faculty of Basic and Applied Sciences in AIOU. She is also a distinguished member of our Editorial Board.

tors, nurses, teachers, health technologists, computer professionals, managers, administrators and agricultural specialists etc.

Since the technicians, school teachers, legal, personal and computer assistants do not require higher education credentials, they are not generally included in the stream of professionals. However, the definition is quite fluid in nature and is followed with a lot of variations in different countries especially the developing ones.

Professional education is a life long process wherein the the professionals remain engaged in learning throughout their careers. Professional education is embraced through printed material (newspapers, books, journals, newsletters etc.), discussions on formal and informal forums, through formal and non-formal educational programmes and several others of this kind.

The professional education in Pakistan is of two types as in any other country. These two types include:-

i) Consulting professional education, and
ii) Scholarly professional education

The *Consulting Professional Education* caters for consulting professionals such as law, medicine, architecture and income tax professionals, on a face-for-service basis with an individual and personal relationship between client and professional. On the other hand, *Scholarly Professional Education* relates to others who are working as college and university teachers or scientific researchers and accountants. They usually serve either many clients at one time (students) or superiors in a corporation, enabling the professional to later work for a salary rather than on entrepreneur, who depend on attracting individual clients. Therefore, some of the post secondary school level technical and vocational education, middle, supervisory level technical education, commercial education and teacher education is also referred as scholarly professional education in distance educational system of Pakistan.

The foundation of professional education is the knowledge and its application whereas the essence of distance education relates to the provision of opportunities for uplift of the pre and in-service professionals and dissemination of latest knowledge with the help of multi-media. Therefore, the relationship between mastering by either of the educational modes and applying knowledge, formal or distance education and training (theory and practice) is very strong.

The main aim of the professional education through distance mode is to help the professionals to develop their ability to reflect in and on their own practice and to become critically aware of the evaluative frames within which their professional knowledge-in-action is embedded.

2. The Status of Professional Education Through Distance Mode at AIOU

Before we take up discussion on *Existing Status of Professional Education through Distance Mode*, it seems appropriate to say few words about the Allama Iqbal Open University (AIOU) Islamabad.

The AIOU is the first national level institution of distance education in Pakistan. It was established in 1974 under an Act of the Parliament. Main objectives of AIOU include:

(a) To provide educational facilities to people who cannot leave their homes and jobs in such manner as it may determine.

(b) To provide such facilities to masses for their educational uplift as it may determine.

(c) To provide facilities for the training of teachers in such manner as it may determine.

(d) To provide instruction in such branches of learning technology or vocations as it may deem fit, and to make provision for research and for the advancement and dissemination of knowledge in such manner as it may determine.

Main campus of the AIOU is in Islamabad. University has got about 32 different regional centers/sub-centers and 923 study centers throughout the country which are providing a very strong net work for reaching its target groups who, for one reason or the other, did not have any access to education. Nearly 6,717 part time tutors are appointed in every semester for providing face to face guidance.

The University in a short span of 23 years has produced a number of professional courses in the fields of health, teacher training, special education, BBA, MBA and languages. There has been a continuous increase in professional education programme/course offerings. The present number of professional educa-

tion programmes is 30 (see Annex-A). The number of professional courses presently being offered is 466 per semester. The total course enrolment in professional courses during 1997 remained 41,5390 out of the total course enrolment of 64,8996 (64%) of the total enrolment (Annex-A). Roughly 35% of these students are female. This number fluctuates between 35-40% in various semesters. The percentage of female population in teacher training courses has gone up as high as 51%. Most of the professional programmes of the AIOU are scholarly professional educational type programmes. At the moment, none of the programmes of the AIOU can claim as purely consultancy professional programme. Programmes like BBA, MBA, Bachelor's of Computer Sciences (BCS), B.A Computer Application, computer maintenance, B.Sc. Primary Eye Care and Teacher Training programmes are all scholarly professional education programmes of the AIOU.

3. Teaching System, Methods and Media Used for Professional Courses

The professional courses of AIOU mainly rely on print media. However, additional support is provided with non-broadcast audio or video programmes. Since the number of enrolled students in professional courses generally is less than 1,000 per semester broadcast media programmes if prepared and presented, the courses do not remain cost effective.

The main components of study package include:-

(i) **Correspondence:** Study material (print or photocopies) including self-learning study package, supplementary study material, readers, text books, study guides, field activity books comprising structured activities.

(ii) **Hands on training (Practicals) Instructions**: Step by step instructions are provided to students and tutors for carrying out practical activities and for hands on training in various professional institutes like banks, hotels, hospitals, schools etc. Generally 65 to 75 hours of practical work is carried out per semester per course.

(iii) **Broadcast media:** Mainly radio is used to give additional support to professional courses. Radio programmes are generally based on the study material.

(iv) **Non-broadcast media:** It includes audio and video programmes. Some of the professional courses have video programme support

and whereas generally audio is used. These audio programmes are mailed to the students and are part of the study packages. However, video cassettes are provided to the tutors in study centers where viewing sessions are held after the tutorials.

(v) **Group Training Workshops:** These are meant for advance level professional courses/programmes. These group training workshops are arranged, generally at M.A/M.Sc., M.Phil and diploma level as well as for teachers education courses at PTC, CT, B.Ed. M.A, M.Ed. and M.Phil levels.

(vi) **Internships:** Short and long term internship for various courses are arranged for the students at various institutions/organizations of national repute. These include industrial/business/commercial courses in BBA and MBA programmes. Similarly placements for internships are provided for Eye Care students at opticians workshops/ophthalmology departments etc.

(vii) **Course Assignments:** Course assignments is an instrument of higher instruction just like any other educational programme. Students enrolled in professional education courses of AIOU complete their assignments (4 for full credit and 2 for half credit) and submit them to their tutors according to schedule programme just like any other student enrolled in general education programme. Continuous assessment, feedback and general guidance is carried out by tutor.

4. Future Possibilities of Professional Courses at AIOU

In view of the status of Pakistan as developing country, the AIOU has a great scope for promoting the cause of professional education in Pakistan. A brief account of future possibilities of professional courses through distance education mode is briefly described as under:

1 Launching of New Courses

The AIOU has already made a head way in developing courses for M.Sc./M.A., M.Phil. and Ph.D level programmes in different disciplines especially Education, Islamiat, Iqbaliat, and Arabic. Since the AIOU is already offering M.Phil level programmes in these

fields, Ph.D offering would also be made in these disciplines in the very near future. In addition to that the AIOU is also going to launch F.Sc. Pre-medical and Pre-engineering programmes, M.Sc. Agriculture Extension, M.Sc. Livestock Management, M.Sc. Physics programme in the various disciplines of Basic and Applied Sciences.

The AIOU also plans to develop and launch M.Sc. programme in areas including Environmental Studies, Chemistry and Biology. Law is still another area which the AIOU is also planning to develop and launch programmes at Graduate and Master's levels. M.Phil. in Home Sciences is also at preparatory stage.

2 **Strengthening of Media Input**

In view of the specific requirements of professional courses, the AIOU is quite conscious of the importance of media input at this level. Consequently, the AIOU has to strengthen the regional campuses and equipped them with latest audio/video operatus which will be used by the future need of the students in these areas.

3 **Strengthening of Tutorial Services**

The role of tutorial services cannot be over-emphasized in imparting professional education to the masses. Consequently, the AIOU has planned to further strengthen the tutorial services in a number of ways. Computerized data bank is being developed for tutors with their educational backgrounds and specializations so that the most appropriate person may be picked-up and appointed as tutor for the relevant professional course.

4 **Wide Area Networking (WAN) and Local Area Networking (LAN)**

The facilities of Local Area Networking has already been provided to its user departments at the Head Office. Efforts have to be made to connect the Regional Campuses with the Computer centre at the Head Office for immediate exchange of information and data related with tutors and students.

5 **Collaboration with GOs and NGOs**

The AIOU is gradually increasing the sphere of its collaboration with GOs and NGOs in different professional educational fields. This include Computer Science, Health Sciences, Fine Arts, and Agricultural Sciences etc. The AIOU will ensure the quality of available facilities with NGOs before entering into any collaboration with them. Collaboration with Petroman, teaching hospitals, technical and vocational institutes, agriculture extension institutions, Center for Nuclear Studies (CNS) Pakistan Institute of (PIEAS).

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Annex-A

Programme-wise Enrolment in Courses of Highly Professinal in Nature During the Year 1997

S.No.	Name of Courses	Spring	Autumn	Total
1.	B.Com. Group	4259	5065	9324
2.	B.B.A.	3851	4556	8407
3.	Mass Communication	1203	1455	2658
4.	B.A. Computer Application	5419	3444	8863
5.	Library Information Science	1216	1435	2651
6.	B.A. Fine Arts & Design	-	244	244
7.	Bachelor in Computer Science	5142	2663	7805
8.	Diploma in Computer Maintenance	58	-	58
9.	M.Phil. Islamiat	56	75	131
10.	M.Phil. Iqbaliat	63	59	122
11.	M.Phil. Urdu	71	67	138
12.	M.Phil. Education	306	283	589
13.	Diploma in TEFL	672	-	672
14.	M.A. (EPM)	532	-	532
15.	M.Sc. Pak. Studies	670	2035	2705
16.	M.Sc. Economics	442	1490	1932
17.	M.A. Mass Communication	360	363	723
18.	M.B.A. Programme	4095	1852	5947
19.	M.A./M.Ed. Special Education	1304	695	1999
20.	M.A. History	238	704	942
21.	M.Sc. Community Health & Nutrition	128	378	506

22.	M.Phil. in Distance & Non-Formal Education	108	149	257
23.	M.A. in Fine Arts & Design	58	-	58
24.	M.A. in Distance & Non-Formal Education	-	2	2
25.	Diploma in Women's Studies	-	56	56
26.	P.T.C. Programme	114846	102037	216883
27.	P.T.O.C. Programme	12109	-	12109
28.	C.T. Programme	56326	14568	10894
29.	B.Ed. Programme	23545	19112	42657
30.	M.Ed. Programme	-	6443	6443
	Grand Total:	242626	172764	415390

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Teacher Empowerment

By

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In the 1990's, teacher empowerment is becoming a popular term in the context of school management preforms for improvement within the school system. It has roots in traditions of social sciences. Kreisbury (1992 p.35) suggested that although most prominent contemporary theories and definitions of power may vary in emphases, implications and applications, they appear to.

....Share a common conception of power as a relationship of domination, as power over. Dominating relationship are characterized by inequality, situation in which one individual or groups of individuals in order to fulfill their own desires, have the ability to control the behaviour, thoughts, and/or values of another individual or group of individuals (p.36 original emphasis).

Power thus defined is in the sense of *power over*, a natural corollary in hierarchical structures, in which competition spurs achievement and control is the prize. Relationships are structured with deliberate levels of subordination and rely on externally imposed tactics to influence decision making. Hargreaves (1994 p. 25) characterized this sort of power as "resting upon enlightment beliefs that nature can be transformed and social progress achieved by the systematic development of scientific and technological understanding, and by its rational application to social and economic life".

These beliefs were conspicuously manifested in the rise of modern factory system, outsized organizational bureaucracies and centralized control.. These practices according to Hargreaves (1994) were not confined to economic organization, but reached deeply into nations politics, institutions and individuals and identities. The story of the schools is no different. The organizational charts, of the school system depicts the flow of power from school boards and districts, through all the layers of bureaucracy, down to principals, and then to teachers and students.

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The concept of empowerment to follow represents a significant shift away from these traditional interpretations of power. However, without still having an agreed upon definition for empowerment, educational theorists, policy makers, researchers, practitioners have advanced their own interpretations since the mid-1980's to accommodate therein various priorities. Discussions on empowerment thus have focused not only on teachers, but also on parents and community (Hess 1992), Moore 1992) of the entire school entity (Smith & Johnson, 1993). Labaree (1992) discusses the relationship between teacher professionalization and the professional status of teacher educators.

With this background perspective, empowerment will be looked at personal and professional empowerment, empowerment through knowledge and inquiry and reflection, constructs of collective empowerment research and inquiry, empowerment through participation and teacher leadership.

From power to empowerment: Personal, professional and knowledge based:

Interpretations of power have progressed over the years and has also acquired some contrasting connotations and possibilities. Ashcroft (1987) very comprehensively tried to distinguish empowerment from power per se by arguing for a more individual-personal approach. Eschewing power as something that can be bestowed, Ashcroft views power as something. "Person in origin and intention" and Dewey's (1916) "idea that "Power " refers to an individuals inherent abilities or capabilities. Ashcroft concludes that "an empowered person...would be someone believed in his or her ability/capability to act, and this belief would be accompanied by able/capable action"(p.143). In this context empowerment is not defined in terms of the acquisition of external political or social power but suggests individual wealth of power that may be personally identified and developed. The adult uses his powers to transform his environmental, thereby occasioning new stimuli which redirects his powers and keep them developing (P.50) In a positive sense, its implied suggestion, is that an empowered person's final satisfaction is in their condition. According to Rogers (1971 p.70) the goal is a renewed sense of self accompanied by a belief in one's own standards of evaluation and an ability to assume responsibility for decisions and choices. When applied to teachers, Fuller (1971) translated this as "the developing capacity to cope" or changes in teaching behaviour or changes within individual teachers. What it implies is how teachers think, feel and respond , as well as what they know. Fuller further suggests psychological assessment techniques should be used to learn more about prospective teachers and to establish counseling-oriented seminars to

help facilitate personal growth. By doing so teachers develop within them "coping behaviours" When they are confronted with various challenges and problems in initial teaching experiences. Another humanistic view taken by Comb s, Blume, Newman, Was (1974) is that of putting the responsiblity on the students for their own learning and growth. They advocate that the students should not model the teaching of master teacher but should find their own best ways of teaching. Responsibility, However, is learned from being given responsibility. It is never learned by having it withheld. A programme of professional education must treat its students as responsible people and encourage the growth of responsibility through independent action on the part of the students (Com et al..1974, p.45)

Ahston and Webb (1986) conducted a study with middle and high school teachers and interpreted the problem of school improvement as a problem of "teacher motivation" and self-esteem, which can influence student learning. According to David Berliner (p.vii Ashton & Webb), "self-efficacy begins by making people feel that they have the power to change their own world". Sense of efficacy has specific links to student achievement, but is itself "susceptible to many interactive influences" within the school context. The corollary proposed by Ashton & Webb is that a teacher conditional sense of efficacy will be similarly tied to a specific educational experiences in a teacher preparation programme. They suggested applying the knowledge in developing successful teacher education experiences and also monitoring factors influencing the novice teacher's sense of efficacy in the first year of teaching to help manage difficult or discouraging situations.

Meyer, Linville, and Ress (1993) research study premise was that the development of a positive self concept leads to increased self esteem, which inturn allows for more assertiveness behaviours. According to them assertiveness allows a teacher to "assume a greater role in policy-making and the development of curricula in the teacher's own school, one of the goals of the movement for empowerment of teacher' (p.34).

In the above study with 97 students. the researcher divided them into a control group and three experimental groups. Each experimental group received assertiveness training for different period of time-3 hours, 6 hours, 9 hours,. The training consisted of lectures, demonstrations, class exercise, journal writing, and films. Self-esteem was measured before and after training, using the Berger Self-Acceptance Scale and the Tennessee Self-Concept Scale. The results significantly increased in self-concept and self-acceptance following the assertiveness training, with length of training having on augmenting effect. The researchers concluded that the assertive training used in the study did have a substantive ef-

fect on the self-acceptance and self concept of their subjects. This type of training "could represent a major step in preparing teachers for increasing power that may soon be theirs".(p.34).

The study of the Education for Educators (Goodlad, 1990; Goodlad , Soder, & Sirotnik, 1990b) Specifically addressed teaching preparation, teachers working climate and conditions and the quality of teachers as fundamental to the improvement of schools. "Professionalism of the teaching force and the creation of a collegial working environment are necessary for the educational excellence" (Wirsig, p.41). The reports emanating from the study of Education for Educator have expanded the teachers' role even more by assigning them (teachers) moral and political responsibilities as educators for advancing the agenda for education in a democracy.

Qualitative research by Maeroff (1988) suggested that empowerment is "somewhat synonymous" With professionalization, "the power to exercise one's craft with confidence and to help shape the way that the job is to be done" (p.4) or " working in an environment in which a teacher acts as a professional and is treated as a professional" (p.6) Maeroff also interpreted empowerment as an issue of status, enhance the status by improving teachers, image of themselves and of their colleagues, to add to their academic and pedagogical knowledge, and to provide opportunities to work on an equal footing with both principals and fellow teachers. Bolin (1989),p.82) defines teacher empowerment "requires investing in teachers the right to participate in the determination of school goals and policies and the right to exercise professional judgment about the content of the curriculum and means of instruction". Such professionalism is based on more than a few added responsibilities. This view point has been summarized by Talbert and McLaughlin (1994, P126) as:

Primary among the conditions that distinguish a "profession" from other occupations are specialized knowledge base and shared standards of practice, a strong service ethic, or commitment to meeting clients' needs, strong personal identity with, and commitment to, the occupation, and collegial versus bureaucratic control over entry, performance evaluations, and retention in the profession. (p.126)

Empowerment through professionalism also appears to depend on a strong sense of individual autonomy, enhanced self -image, increased knowledge and personal growth. Personal growth and increased self-confidence lead to greater control over external issues and elements within the education context. Professional empowerment is related to three areas:- Knowledge of professional com-

munity, education policy and subject areas. These enhance teachers efficacy and competence. Knowledge of professional community involves leaving one's classroom and actively communicating with one's colleagues, acknowledging one's own expertise. Knowledge of education policy means that teachers become more intimately aware of the larger policy debates potentially affecting their schools. Increased knowledge in this area leads to greater sense of personal authority and confidence in actually affecting policy decisions. Knowledge of subject areas the basis for individual sense of authority, Professionalism, and involvement in the professional community and in policy decisions. Cornett (1991) asserts in this context as:

> that teachers' extended participation in school decision making will have little impact unless teachers simultaneously engage in developing their own professional knowledge. "By continuing to grow and mature as a professional", he says, "the teacher increasingly earns trust and respect and warranted status as an educational decision maker" (p.73)

Empowerment through knowledge, inquiry, and reflection

This issue of professional empowerment for practicing and pre-service teachers can be tackled by teacher reflection or reflective inquiry. The idea of reflective practice can be traced as back as Dewey's work (1933). However most of the current interest appears to stem from Schon's (1983) writing on teachers reflective practices. Considerable discussion has emerged top follow Schon's text. These discussions suggest that teachers must engage in an ongoing process of "Praxis, exploration, action, and reflection" (O'Loughlin & Campbell, 1988) in order to understand and creatively manage the intricate mix of factors that determine whether and how students will learn. Reflection gives teachers means of developing and shaping their own ideas and ways thinking, which can be a major factor in teacher empowerment. Colten and Sparks-Langer (1993) write that "many of tomorrow's schools will be restructured communities requiring empowered, reflective, decision-makers"(p.43).

O'Loughlin & Campbell (1988) says:

> It seems to us axiomatic that if teachers are to have input into pedagogical management.....teacher-to-be should experience reflective inquiry teacher preparation programmes. It is in this reflection that the beginnings of teacher empowerment lie. (p.44).

A conceptual framework for studying the role of reflective thinking has been developed by Sparks-Langer and Colton (1993). It includes three major theoretical viewpoints. This theory of motivation and caring includes concepts of self efficacy and risk taking. Cognitive psychology contributes to constructive view of learning, in which the learner (teacher) uses prior experiences and learnings as the basis for making sense of immediate events and information. Finally the critical reflection emphasizes consideration of "multiple perspectives or viewpoints and weighing the long-terms social and moral consequences of decisions."(p.48) Discussions of reflective thinking have identified teacher narratives as a significant element in the process, as they can be used effectively in teacher education programmes. They can help provide a deeper and richer context for teachers' perception and understanding.

Empowerment of collective autonomy – power with rather than power over

Self-knowledge and related practices such as inquiry and reflection support the individual's sense of autonomy and personal responsibility. Recent research discussions reveal yet another fact of teacher empowerment. Given the increasing emphasis of teaming, collaboration, and teacher collegiality, empowerment can also be viewed as a result of a form of collective autonomy. O'Loughlin (1992) concluded that if teachers are to be engaged in "emancipatory knowledge construction" the instruction power structure need to be changed in order to provide a climate and opportunity for radically reconstructing class-room practice". His comments suggest that individual teacher knowledge, sense of professional competence and self-awareness are insufficient catalysts to major school change. Forming network of active teachers reflects the collective side of teacher empowerment. Research studies has shown that sense of personal and professional authority are significantly linked to the genuine collegial, collaborative opportuniti8es available to them. This power is not simply an issue of control of one group over another, but, reconceived as "empowerment", means being able to act together for the purpose of solving problems.

Empowerment as research and inquiry

There is a historical gap in the research instructional roles of teachers as traditional university based researchers control studies, curriculum specialists develop plans, while teacher are left with implementation. Houser argued that teachers should be more directly involved in all phases of research. This according to him, "will help teacher as "they will begin to perceive themselves as the experts-intellectuals capable of shaping their professional lives and the profession itself.

This is empowerment" (p.59) Liberman (1986) in an overview of several projects involved in research focussed on the collaborative efforts. Teachers when working together provide greater opportunities for reflection and interaction and a greater sense of empathy to new roles and opportunities for leadership.

Empowerment through participation and teacher leadership

Rosenholtz (1989) reported a direct relationship between teachers professional satisfaction and the social organization of schools. In what she calls "low consensus" schools teachers functioned on their own, detached from any external community. This sort of arrangement resulted in a lack of sense of purpose and opportunities for shared governance. The teachers of these schools tended to express frustration and discouragement. In contrast "high consensus" school were characterized by principal teacher agreement on goals and relevant instructions and by enthusiastic, committed collaboration among teachers Rogus (1988) , in this review of effective schools research has confirmed that " an effective school ethos is characterized by faculty collegiality collaboration, and sense of community (p.46) . Such an environment does not happen spontaneously, internal cohesion factors are involved. This can be addressed by building a professional culture as put forth by Lieberman (1988):

Involved in that restructuring is the building of a new set of relationships between among all the members of the school community, including an enlargement of the leadership team in schools, new roles for teachers and administrators, changed organizational arrangements, and even a rethinking of the substance of what is to taught. (p.vii).

In this context , the challenge to schools is to reshape traditional roles and relationships while changing organizational structures both to accommodate and facilitate the revised shifts in authority and responsibility. In practice this has resulted in a form of teacher leadership. Little's (1988) definition provides a broad working framework. "Teachers who lead leave their mark on teaching. By their presence and their performance, they change how the teachers think about, plan for, and conduct their work with students (p.84) Liberman et.al. (1988) suggested that these new leadership roles imply different ways of structuring schools and working with both teacher and the rest of the school community. They wrote that "a combination of these new roles and structure (appear) necessary to professionalize the school culture and ... bring a measures of recognition iand respect to teachers" (p.166)

Bolin's (1989) model of " empowerment leadership" emphasized that "empowerment of teacher will not be at the expenses of students, principal or other school staff (.80). According to her "empowering leadership" is based on authority derived from cooperation, genuine sharing of responsibility for school decisions and continued dialogue and discussions. The criteria for decisions are determined by the needs of those directly involved, rather than by external, objective authority. The actual range of leadership roles is limitless. Barth (1990) has rightly conceptualize the school as being potentially a "community of leaders," whose leadership is freed from "administration" and tied to the shared goal of transforming schools to improve students' learning and teachers' own professional satisfaction.

The studies quoted in this paper suggest that preservice and inservice programmes should be helping teachers acquire the knowledge, strategies, habits and attitudes top enable them to make curricular decisions. Conventional methods courses generally do not have such a focus (Goodlad, 1990). Teachers need much more, including familiarity with curriculum models and theory, a solid grounding in various disciplines, and a clear understanding of the principles of learning. Beyond the usual tests and measurement course, teachers should be exposed to standard research practices, both qualitative and quantitative and engage in their own action research projects.

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Institutional Leadership

And The Management Of Change

By

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Leadership in universities and colleges has some basic similarities to leadership in the corporate sector, in the political arena, or in a religious context, an understanding of leadership in higher education must begin with a discussion of the educational context. What kind of individuals and organizations are leaders leading? What are the organizing principles, traditions, and values that will provide the context for the exercise of leadership.[1]

Higher education scholars have conceptualized the enterprise in many different ways: as bureaucracies, as hierarchies, as municipalities, and as political democracies, to name only a few. Cohen and March, on one end of the spectrum regard universities as "organised anarchies", which are "vague and confused about their goals, and it is extremely difficult to exercise leadership in an organisation that is so confused about its purposes.[2]

Bennis agrees with this vision, contending that the university "is closest realization of the pure model of anarchy, that is, the locus of decision making is the individual.[3]" Other models are less extreme, acknowledging real limitations on leadership in higher academic institutions, but also allowing for the exercise of leadership within the constraints of external regulation, as well as traditions of faculty autonomy, shared management and decentralized decision making.[4]

Walker (1979), for example, came up with his model of *polycentric* authority, where power and leadership are dispersed throughout the campus, and various interest groups exert veto power over each other as they bargain and constantly shift the balance of power, the university operates like a "political democratic community", and its leaders can lead only with the consent of the governed.[5] Administrators have neither the vast powers that derive from a hierarchical and homogeneous organization, nor are they as powerless as Cohen and March Contend.

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While the amount of authority and power attributed to institutional leaders varies with the conceptual model of the university, few would contend that the autocratic President "who can make decisions, subject to checks and balances, and can expect to have them carried out is the dominant model.[6]

During the 1980s, there were a number of calls by leaders and higher education commentators for more decisive and unfettered leadership.

The higher education, however, education today provides an environment that constrains the exercise of unfettered leadership power resides in many different areas of the institution and with different individuals.

Since colleges and universities are characterized by decentralized decision making, a tradition of faculty independence, and the pressures of many different constituents, leaders must rely heavily on legitimate power, which depends on shared values and goals. Legitimate power depends, in other words, on the acceptance of the followers. "Followers give legitimacy to the leadership role. If people do not believe that a leader has the authority to exert influence or if they cannot accept whatever authority a leader has, there cannot be successful leadership.[7]

Despite the emphasis on need for developing leaders for higher education, systematic research on the relevant issues is scarce. Most of the research in the past, has revolved around the corporate sector, government organisations, and corporations. In particular, development of leaders for higher education has not attracted the attention of scholars, to the desirable extent.

The problem of management of higher education is undoubtedly one of pressing urgency; indeed, in several countries, one may refer to it without overstatement as a crisis of management.[8] Universities and other tertiary institutions following their 'model' have grown up in the tradition of 'universities are never planned or managed'.

By tradition, universities are characterized by 'collegiate management', systems where semi-autonomous organs of administration look after their own domain. Internally, there has been a proliferation of bodies and offices for coordination. There is certainly a need for innovative management systems in many institutions, and the managers and other administrators need pre-and in-service training for their jobs. But that acceptance is not easily attainable, as that acceptance is hard to come by in colleges. The resistance to the administrators from

faculties is historic, and unless conditions are truly awful, most faculty members prefer simply to be left alone.

In USA, in particular, conflict between faculties and administration had manifested a rising trend in the past. Faculty antipathy for administrators stem in part from a value system that devalues the overt exercise of power, the desire for power or its cultivation seems in compatible with academic norms.

In short, to seek or wield power is somehow unlikely, and so the wise administrator or faculty leader consistently and consciously de-emphasizes power. The culture of higher education dictates that administration is a necessary evil, supporting, however, mildly that true center of a college or university-teaching and learning. Modern management techniques have much to offer to the management of institutions struggling to cope with large number of students and to offer a great variety of courses. More systematic methods for accreditation of universities and other institutions of higher education are also needed to maintain and improve standards.[9]

Prof. S.C Dube in his article *Dilemmas of the Third World*, has highlighted that the issue of bureaucratic style in the management of education in the Third World.[10] He further states that decision makers are not sensitive and responsive to the changes in the environment of education. Low budgets, high in-disciplines, administrative lapses and interference, and political pressures make decision-making in the field of education hazardous. The entire area has not received the attention it deserves; wise counsels have been disregarded and constructive suggestions cannot be implemented often for lack of funds or because they are politically inconvenient. Few educational institutions in the Third World can be cited as examples of self-managing systems. The absence of an effective management philosophy and strategy deepens the crisis of education.

Bennet, in her article *Department Chairs: leadership in the Trenches*, points out certain leadership development issues, discussed below:[11]

1. No help is available from a Chairperson's predecessor in learning the ropes or in dealing with institutional bottlenecks or procedures. Nor is much institutional orientation or support provided.

2. Once in the position, chairs often find inadequate role definition so far as the faculty handbook and department by laws are concerned. This deficiency is compounded for many by widely differing expectations for the chair by de-

partment faculty.

3. Continuing problems with communication are common-either it is lacking, delayed, or beset by conflict, and it culminates with the complaint that there is almost always insufficient feedback from faculty and administration regarding performance.

4. Constraints placed by lack of money and time are large and growing.

5. An imbalance is often perceived between responsibility and authority in a situation characterized by rampant individualism.

6. Some chairs experience the position as having a negative impact upon their own career responsibilities and development. And it is true that some institutions do take advantage of chairs, holding out one set of expectations and another, unrelated set of rewards. For instance for purpose of promotion and salary advancement institutions will have expectations impossible to fulfill by very reason of the time and energy expenditure required to be a good chair.

So the position is not an easy one. It has role ambiguity built into it. Divided allegiances and assaults upon personal identity come with the territory. On the one hand, the chairperson, is no ordinary faculty member but has instead a special set of institutional responsibilities for other faculty--often longtime colleagues. From each of these perspectives, the chair is still expected somehow to represent both sets of interests.

Since the department chair is the first position in academic administration, and the individual is still very much tied to his or her faculty identify and role, the position is fraught with ambiguity. The transition from a teacher and scholar requires that the chair take on an additional identity, that of a manager and leader. A new breadth and judiousness are required of the chairperson, a role for which earlier academic life may not have prepared one.

A second area of radical change is the shift from being an individualist to running a collective. The chair finds others controlling his or her pace as the need for consultation with and availability to colleagues become more consuming. The successful chair is one who had discovered how to enlarge the ownership of ideas regarding new directions for the department, and this enlarged ownership does not fit easily with an emphasis upon personal claim.

Most chairs are confronted by the need to shift away from loyalty to the discipline and to colleagues in that discipline and alternatively to move to larger measure of loyalty to the wider institution. At some institutions this shift requires that one becomes an advocate of changes that will not favor the immediate interests of the department or division, or of colleagues. Here again the role ambiguity of the chairperson can be a heavy burden.

In view of the issues discussed above, there is a dire need to consider, as to how the institutional leadership of higher education could be revitalized to meet the challenges of the 21st century.

Education is not a mere reflection of the social and economic forces at work in a society. It is also a important means of shaping the socio-economic and cultural forces and determining the direction of their growth. Let us examine the current situation of USA and try to analyze the impact of recent socio-economic developments on educational issue prevailing there.

Consider the fact: between now and the year 2000 more than 50 percent of all new jobs will require an education beyond high school, and of those, 30 percent will require a college degree. "Unfortunately, however, dropout rates in US high schools range from 10 to over 50 percent! Not surprisingly, therefore, a 4-year federal study of more than 26,000 Americans revealed a bleak picture. More than 40 million American adults are functionally illiterate, which means that they cannot write a bank check; fill out a job application, or identify a deduction for Social Security on a wage statement. Some 40 million others are barely competent in those skills. While some of these figures can be attributed to immigrants whose native language is not English, if current trends continue, by the year 2000, half of adult Americans will be functionally illiterate.

Although in the last decade the overall education level of Americans has increased in terms of schooling an even fundamental literacy, so also have the demands of the workplace. As a group, therefore, the American workhorse is simply not keeping pace with the kinds of skills required in the new economy.

US firms are feeling these effects now. Thus 20 to 40 percent of job applicants at Motorola flunk an entry-level exam that required seventh-to ninth-grade English and fifth-to seventh-grade mathematics. Southwestern Bell processed more than 15,000 applications in 1994 just to call 3700 people to test. As a manager at Absorbent Cotton Company, a small business in Valley Park, Missouri, commented: "You look at the parade of people who are completely unqualified to hold even a simple job and you think, 'This the future?"

To deal with these problems, business is following two broad strategies. One of these is illustrated by the Boston compact, an agreement in which 600 Boston-area companies joined with the public schools to form a compact that provides jobs to be reserved for high school graduates who meet academic and attendance requirements. Seven other cities followed Boston's example and now have similar compacts in existence."

A second strategy is in-house training for current or prospective employees. Thus Motorola spends an average of $1350 per person per year for six basic skills courses to get workers to a point where they can be retrained. Planters Nuts in Suffolk, Virginia, spend $40,000 to improve the reading and writing skills of 48 employees. Unisys in mission Viejo, California, spend $150,000 to teach 125 workers how to read, write and speak English. Hewlett-Packard spent $22,000 at its Spokane, Washington, plant to teach high school mathematics to 30 production supervisors. These investments are relatively modest. Polaroid, on the other hand, spent $700,000 at its Cambridge, Massachusetts, operations to teach basic English and mathematics to 1000 new and veteran employees.[12]

Although both of these strategies are expensive, the alternative not-having a competent workforce that will enable firms to compete in world markets-is unthinkable. For US business, this is a "must-win" situation, to maintain the desirable standard of living.

Dr. Soedjatmoko in his Article "The Twenty-First Century challenge to Learning"[13], while emphasising the impact of changes on Educational Management and Planning in the third world countries observed that a third industrial revolution was taking place, based on advances in biotechnology microelectronics, information technology and materials technology. If the countries of the South do not develop the capacity to participate in this revolution, they will become even more vulnerable and dependent on the developed world than they are now. The developing countries can no longer afford to think in terms of closing a knowledge gap. They must cultivate the art of innovation, or invent it in a form that is consonant with the real needs of our societies. Meeting the challenge, in the wake of requirements of ISO 9000 and WTO's recent decisions relating to patents, will require a revolution in the orientation of the educational system.

Educators and educational systems according to Dr Soedjatmoko, will have to continually ask themselves to what extent the education that they are giving remains relevant to new requirements. What we will have to develop in our societies is the capacity to learn and to educate people in the old ways, we run the

risk of making them more and more ignorant about the evolving needs of their own times.

Without a forward-looking orientation, even the more pragmatic approaches to education fall short. There is now, for example, a rather widespread appreciation of the need to relate the skills taught in school to the demands of the labour market, vocational training is trying to hit a moving target; the jobs for which people train may no longer exist at the end of the training cycle. The emphasis therefore should be on retrainability rather than on training for specific jobs. The training should cultivate the capacity for innovation, for improvisation, for recognizing emerging opportunities in new social and technological situations that we cannot exactly foresee now. This gives a different dimension to our efforts in educational innovation. The premium will be on adaptability, on creativity, and on the refusal to submit to despair.

Traditionally, efforts in educational innovation have focused on the application and critical examination of new methods and technologies, and the training of people to handle them. There has been a tendency to look at education satirically as if society was not changing in its needs, in its psychology, in its aspirations and in its options. We must henceforth try to build up a sensitivity to change, strengthening our efforts at educational innovation. Unless we do this, we will be training for obsolescence. The capacity and the willingness of educators to take a hard look at their own educational systems over and beyond marginal criticism is going to be essential. Critical assessments must take into account the changing societal parameters for education. In other words, innovation must be relevant.

Innovation for its own sake displays some of the same weaknesses found in static systems: notably, that little attention is paid to the needs of the community being served. It is not difficult for educators to become immersed in didactical and pedagogical issues, or to succumb to a fascination with new, imported equipment and techniques that are not designed to address specific needs. The participation of the community in designing and monitoring the educational systems is one of the most reliable safeguards of relevance. In adult learning, especially, the teacher must also learn to function more as a guide and consultant serving the student than as a didactical authority.

What is required really is a much wider and deeper capacity for learning that is not limited to the educational system. When we think of learning capacity, we must not think only in terms of the individual. We have to think of the learning capacity of institutions, both governmental and non-governmental. Similarly,

trade unions, business corporations, voluntary associations all have to increase their learning capacity, in order to maintain a much larger amount of information and respond to it creatively. It is only by mastering this process that we can transform our societies into learning societies, capable of responding to the rapid transformations that face us-that are, in fact, upon us.

The forward edge of educational innovation lies in this kind of collective learning, in instilling the capacity for continuous learning in whole communities and whole nations. This involves not only the ability to make collective moral and ethical judgments that ring true for the whole community, whether it be a single village or an alliance of many nations. Most importantly it involves social learning: the ability to devise and build confidence in new ways to function as collectives within the changing parameters of our times. It is the greatest challenge to learning in the twenty-first century. No one can doubt the urgency of the task.

Needless to say, that the higher education institutions will have to create a congenial environment for developing institutional leadership. Partricia R. Plante (p. 92-97) proposes seven recommendations in this direction:

Create a positive climate
Understand how the other half lives
Keep all groups talking
Use the self-study process
Assign responsibility
Select administrators carefully
Reward faculty leadership

Create a Positive Climate

A positive climate is essential to shared leadership. Primary responsibility for creating this climate lies with the administration; without positive signals and rewards for faculty leadership, leadership simply will not develop (or it will develop as an adversarial phenomenon). Such a climate, created by abundant communication, meaningful consultation with the faculty, and inclusion of faculty in decision-making throughout the institution.

Administrators who can do this need certain qualities and skills. They must know to build consensus, how to solicit genuine input into decisions and how to articulate and interpret institutional mission to the faculty. They must have good skills in conflict resolution and be accomplished and serious listeners. An

administrator hoping to promote shared leadership must also value faculty contributions to all phases of institutional life.

Developing faculty leadership requires that faculty change as well. They must transcend narrow departmental or professional lines to take a broad and long-term view. Faculty need to understand and appreciate the institution beyond the department in order to respond to concerns in a larger context, to tie into the political process at all levels, and to represent the institution to its many constituencies.

Understand How the Other Half Lives

Administrators interested in fostering faculty leadership must learn about the campus and the faculty culture as an important first step. It is particularly important for new administrators to learn who the faculty leaders are, how they are chosen, and how faculty leadership operates. The wise administrator will also recognize that these well-intentioned efforts to understand faculty may be met with suspicion. In addition to learning about the culture, administrators should find out talents the faculty can offer to the institution: what expertise exists that could be useful for institutional development? Who is knowledgeable about assessment? Who knows about computers? Who could do a feasibility study for a day-care centre? Faculty members are also often knowledgeable in areas outside their academic disciplines.

Faculty, too must learn about the institution's operations and administrative culture. Committee work and faculty governance are traditional routes to such learning. But other opportunities can be created that benefit faculty as well as the institution. Internships in administrative offices can give faculty a valuable window on a different world, not necessarily as a prelude to moving into administration. Significant assignments to manage projects both within the academic area and outside can be powerful learning experiences. Seminars and workshops, as well as faculty exchanges or visits to other institutions can help broaden faculty perspectives.

Keep All Groups Talking

Open communications are central to shared leadership. On some campuses information trickles down from the top; administrators are often shielded from the faculty by overzealous staff who have little understanding of the laborious ways of faculty or who distrust open communication. Creating strong personal relationships will also contribute to campus climate conductive to shared leadership. Pro-

grams or structures to promote bonding between groups or among individuals are a helpful mode of communication and agent of change.

Use the Self-Study Process

The self-study process has historically been an important vehicle for involving faculty in institutional tasks that foster shared introspection. Rather than serving simply as bureaucratic requirement connected with accreditation, a self-study can involve the faculty throughout the process. Institutional assessment and introspection draw on the classic strengths of most faculty.

Assign Responsibility

Given the complexities of relationships among the various campus groups, many institutions have individuals who are responsible for system relations or relations between campus and external bodies such as legislatures, coordinating boards, or alumni. While the job of serving as spokesperson for the faculty to the administration frequently falls to the chair or president of the faculty senate, this is not always the case. Few campuses have a faculty or staff member responsible for faculty-administration relations. Such an appointment might assist in creating a positive climate for institutional improvement and change, oversee leadership development efforts, and improve communications on a long-term basis.

Select Administrators Carefully

A campus seriously interested in creating a shared leadership environment must pay close attention to the selection and composition of its institutional leadership team. Democratizing a campus requires rethinking what we value in our leaders. Institutions need to identify persons who understand the changing roles of leaders and changing leadership styles. This course involves a more careful diagnosis of institutional problems and leadership needs than is often currently the case.

Reward Faculty Leadership

No discussion of faculty leadership is, complete without considering the institutional reward structure. While teaching research and service are the sacred foundations of merit salary increases, promotion, and tenure decisions, the three often do not carry equal weight. In research institutions especially, service is a very distant thing. In some institutions, the culture dictates that service is best left

to those unable to compete in the research arena; in short, the "deadwood". As long as this attitude and its resulting practices prevail, it will be difficult to attract the able faculty to leadership positions.

An important form of faculty reward is the knowledge that their contributions are real and valued. Even the willing faculty will get cynical. An administration with a history of putting faculty reports safely on the shelf cannot expect the game to continue.

Conclusions

Future challenges to the society can be met, both by the industrialized as well as the developing countries by tailoring the educational policy and management to meet the new requirements. The institutional leadership would play a significant role in creating a congenial environment of learning, creativity and innovation. Individualism would be replaced by team work and mutual cooperation between faculty members. Narrow specialisation will give way to broader skills and interdisciplinary approaches. If the institutions are to flourish or even to survive, they have to develop mechanisms to support leadership development throughout the academic community.

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PAKISTAN JOURNAL OF DISTANCE EDUCATION

ALLAMA IQBAL OPEN UNIVERSITY

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Teacher Training Through Distance Education in Pakistan

By

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General Introduction

Pakistan is basically agricultural, developing country occupying a crucial and geographical position. Its salient features are as under:

Climate

Climatically, Pakistan offers a great measure of diversity. It contains some of the hottest regions of the world in Jacobabad and Sibi districts, while parts of Balochistan and the Northern mountain areas are characterised by extreme cold. In general, it possesses a dry, contineutal climate, where rainfall in scanty. The diversity of climates and physical structures makes it possible to cultivate a large variety of crops, so that Pakistan's agricultural economy is diversified and balanced. Rainfall varies from 35 inches in the northern parts of Himalayan submountain region to 1.5 inches over the plains of Punjab and Sindh.

Population

The population of Pakistan during 1996-97 was estimated as 135.9 million of which about 50% are below the age of twenty. The country has experienced high and accelerated population growth rates since independence. The estimated growth rate is 3%. The population of the respective provinces in Punjab 58%, Sindh 22%, N.W.F.P. 17% and Balochistan 3%. The population is thinly scattered over vast areas which have indequate means off communication. There are also major differences in economic conditions and cultural traditions ranging from the largely cosmopolitan pattern in big cities to that of the nomadic way of life in deserted areas of the South North and mountainous regions in the North and West of Pakistan.

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Language

The people are of a varied racial and ethnic composition and speak about a dozen regional languages. The national language is Urdu and is understood and spoken all over the country. It is also the medium of instruction. Sindhi, Pashto and Balochi are used as medium of instruction in the Provinces of Sindh, NWFP and Balochistan respectively.

Cultural Background

Islam is overwhelmingly the main cultural force as Muslims make up 95% of the population. Pakistan is not only proud of its Islamic heritage, but is also the cradle of an ancient advanced civilization reaching back some 5,000 years when the Indus valley civilization was in existence. Later about 500 BC, the city of Texila in the north, 30 Kilometers from Islamabad, became a famous centre of Buddhist learning and culture for some thousand years. The north-western area of Pakistan was also the home of Ghandara sculpture.

The Economy of Pakistan

Pakistan is predominantly an agricultural country where 70% of the population live in rural areas and are totally dependent on agro-based occupations. The country is now self-sufficient in consumer goods. Generally the biggest investment is in the oil and gas industry. There are also well established, and large scald heavy industries which include ship building, steel-production, mining chemical fertilizers, machine tools and vegetable cooking oils, etc.

The previous plans have only provided 2.6% of GNP to ***education*** which was much lower than Nepal, Sri Lanka, India, Singapore, Thailand, Republic of Korea and Malaysia. Considering education as the priority area, the present 8^{th} five-year plan provided 2.3% of GNP to education.

ALLAMA IQBAL OPEN UNIVERSITY

As we know, the open type of University is an institution of continuing education designed for ease of access and extending facilities of formal education to a wider group of people who have missed the initial opportunity, or to whom no such opportunity was offered. In other words, the University opens its doors to anyone who has the capacity to follow its courses under certain procedures.

In Pakistan, the idea of establishing an Open University was first conceived during the discussion which led to the formulation of the Education Policy in 1972. The Education Policy (1972, p.22) stated that:

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

However, the University was established at Islamabad in June 1974 after passing of the People's Open University Act by the National Assembly of Pakistan. In 1977, its name was changed as Allama Iqbal Open University by the president of Pakistan on the name of our national poet Allama Muhammad Iqbal. The University is basically modelled on the line of the UK Open University.

The main objectives of the University are:

i). To provide facilities for raising the educational standards of the masses who cannot leave their homes and jobs

ii). To provide facilities for the training of teachers and for instruction in such branches of learning, technology or the vocation as it may deem fit.

iii). To make provision for research and for the advancement and the appropriate dissemination of knowledge in such manner as it determine

iv). To hold examinations and to award and confer degrees, diplomas, certificates and other academic distinctions to students who have been admitted and have passed its examinations under the prescribed conditions

v). To extend the time, space, curriculum and resources available in traditional institutions because shortage in the latter makes learning and training difficult on a wider scale.

Structure of Allama Iqbal Open University

The structure of an Open University differs from that of the conventional universities. The system has to incorporate efficient communications machinery to serve the student community spread all over the country. To coordinate such activities, it has been necessary to establish various controlling bodies. Such bodies of Allama Iqbal Open University are:

(i) The Executive Council
(ii) The Academic Council
(iii) The Selection Board
(iv) The Finance Committee
(v) The Committee of Courses
(vi) The Faculty Board
(vii) The Academic Planning and Development Committee
(viii) The Committee for Research and Educational Technology

Administrative Structure

The administrative structure of Allama Iqbal Open University consists of Academic Department and Institutes, the Library, Regional Services, Institute of Educational Technology, the Examinations and Servicing Departments, and the offices of administrative Registrar, Treasurer and Project Director. The academic departments were established for individual subjects or groups of subjects. Each department is headed by a Chairman, who plans, organises and supervises the work of the department and is responsible for its work. The main functions of a department is the writing of course units for correspondence courses.

At present, there are four faculties i.e. *Education, Mass Communication, Basic and Applied Sciences, Social Sciences and Humanities*. There are twenty-two academic departments, Bureau of University Extension and Special Programmes and other administrattive set up as indicated in Appendix-2.

Teaching Learning Process

The Allama Iqbal Open University by its very nature and its educational delivery system, is both an academic institution and production organization. It produces educational materials of specified quality within a given period of time. It is also an academic institution and, in order to be accepted within the rank of academic institution, it assumes a strong academic posture with respect to standards and adopts some of the accepted academic traditions as appropriate. It has a

three-tiered system consisting of Central Headquarters, Regional Offices and Study Centres.

The educational programme of the University is designed to use non-formal methods. Correspondence materials are sent by post to the students. The printed material includes self-assessment questions and special assignments. Radio broadcasts further facilitate the under-standing of these lessons. Being more costly and having limited coverage than radio, television has been used only in specified courses like child care Tractor repair and Poultry Farming etc.

At present, there are 32 Regional/Sub Regional Centres and 1022 Study Centres throughout the country. In addition to these, Special Study Centres are also opened for the teacher education courses. The Regional Centres are headed by the Regional Director. They contribute to policy-making, partly through their year-round reporting, and also through their own quarterly conferences held at Islamabad campus. They provide information, advice and feedback about courses, students, local conditions and needs. In many ways the Regional Directors are the *eyes and ears* of the University, which scan the field and feedback information, criticism and suggestions to the University. The students may get help in respect of their enrolment, study difficulties and other problems from the Regional Directors.

The Study Centres which are staffed with part-time employees, facilitate university control over the operation of the university. Tutors at the Study Centres provide guidance to the students and are normally appointed from the staff of the institution in which the Study Centre is located. The Regional Director is the overall of all incharge of all the centres under his various geographical regions of Pakistan.

Courses at Allama Iqbal Open University

The University offers courses in four broad areas: (i) Teacher Education (ii) Functional Education (iii) General Education, and (iv) Research and Development. Some of the courses are non-credit courses, others ranging from Women Matric level to Ph.D level in the field of Education, Islamiat, Iqbaliat and Urdu. At present, there ae 215 courses of different levels being offered by the Allama Iqbal Open University in order to cater the needs of thousands of students of the country. Not only the students of Allama Iqbal Open University use the learning packages which include print materials, audio-video lessons with detailed study guides, but students of formal system are benefitting extensively from these also.

Medium of Instruction

English and national language Urdu are usually the languages of instruction. Only a few courses are in Sindhi and Pashto for the provinces of Sindh and North West frontier Province.

Admission System

The Allama Iqbal Open University (AIOU) has Semester bound System. There are two semesters in a year starting from April to September and October to March. All the courses are advertised in the national newspapers well in advance so that the students may get admission in their choice of study. The students are also informed through the advertisement to get help from the Regional Directors in case of any difficulty in selecting courses, getting admission forms and other information. The admission forms are received on or before the specified date. After receiving the admission forms by the Admission Office, the Computer Centre prepares enrolment lists and mailing address labels. Fee receipts are finally checked by the Director (Admission) and admission is finalized after observing the required criteria.

Study System

After enrolling the students, the study materials alongwith assignments, students guide, schedule for Radio/T.V. programmes and the tutorials are mailed to them.

Assessment

There are four home assignments in each full credit course and two assignments in each half credit course. A student can take two full credits in one semester. It is compulsory to complete all the assignments on the specified dates failing which the student has to repeat the course. The marks distribution to complete the course is as under;

1. Continuous assessment = 40%
2. Final examination = 60%

Feedback

There exists a system of feedback from the students in the light of which the course books continue to be improved. In this regard the research activities are

carried out by the University's Research and Evaluation Centre. The centre c ducts research studies not only at the request of various academic departments some times at its own initiative. Results of such studies, concerning the effecti ness of courses in terms of their educational impact on students are norma communicated to the course team for revision purpose.

Moreover, the comments received direct from the students and the gen public also help in the improvement of the courses.

Teacher Education through Distance Education

The demand for education has been increased drastically. With this creasing demand, there was need of trained manpower. Formal teacher educat institutions in the country do not cope with such a big need so it was conside necessary that Allama Iqbal Open University should provide training to the pu teachers through its distance education approach.

The AIOU started teacher training programme in 1975. The first p gramme launched was the in-service. Later on PTC, CT, B.Ed programme w launched. The year wise enrollment from 1985 to 1995 is given in Table-1.

Table 1. Yearwise Enrollment of teacher training programme from 1985-86 to 1995-96

Year	Programme Title				
	PTOC	PTC	CT	B.Ed.	M.Ed.
1985-86	3338	19556	1950	-	-
1986-87	-	10125	1587	-	-
1987-88	-	6674	1766	4164	45
1988-89	-	9883	2731	7423	-
1989-90	-	10681	1094	2902	-
1990-91	-	5365	1601	10747	40
1991-92	-	15232	3767	21258	193

1992-93	4860	13641	5189	17160	82
1993-94	7247	58619	20692	10778	343
1994-95	7075	72432	27349	21810	524
1995-96	9740	70915	26640	24487	583
TOTAL	32260	293123	93970	118729	1810

Sources: A.I.O.U. Research & Evaluation Centre.

rimary Teacher Orientation
ourse through Distance Education

In the last three decades, there has been increasing interest paid to the pro-ion of inservice training for the teaching profession. This interest is perhaps re evident in the developed countries, such as the United Kingdom and the ited States of America, where according to Harris (1969, P.84) education horities are becoming increasingly aware of:

* The inadequacy of the pre-service education of teachers;
* The short time span of professional and academic practices knowledge in a rapidly changing social and educational climate;
* The need for coordination and articulation of instructional practices; and
* The need for teachers to maintain contact through closer interaction.

In Pakistan with the introduction of a modernized primary school curricu-ı in 1980, some 150,000 working primary school teachers needed to be famil-sed with the new content and methods introduced into the curriculum and all ded in-service training, the formal system being inadequate to meet the de-ıd for retraining on such a wide scale. In view of the limited institutional fa-ties for such in-service training, the Allama Iqbal Open University was en-ted to offer a course for the re-training of these teachers in collaboration with Ministry of Education and Provincial Education Authorities.

There were three main objectives of the in-service course. Firstly, to fa-iarize primary teachers with the new elements of the revised primary school riculum. Secondly, to increase their knowledge in the appropriate subject areas

and help them develop their teaching skills. Thirdly, to provide them with an opportunity in terms of improving their qualifications by counting the primary teacher orientation course (PTOC) as one course credit for the Intermediate Certificate.

However, the Primary Teacher Orientation Course is a six month programme. It was initiated in 1976-77 and was conducted in cycles through the non-formal methods of using correspondence courses, face-to face tutorials, workshops, laboratories, radio broadcasts and the use of other mass communication media. The University had developed this programme of distance teaching in the specific areas relevant to the primary level and in keeping with the latest syllabuses. The content of the course include Urdu, Health and Physical Education, Arts and Crafts, Adult Education, Evaluation, Mathematics, Science, Islamiate, Social Science and Population Education.

The course was divided into ten content areas. Each area is dealt with through a number of study units. A unit is one week's study material including self-assessment questions, radio broadcasts and written assignments. All the written material in each subject area consists of unit lessons, each being a self-explanatory exposition in which the theme has been developed in simple and informal language. Lessons have been set in a format that makes them distinctive from the textbook commonly used in formal education. There are 18 radio programmes of 15 minutes duration spread throughout the course which elucidate and expand key concepts and other elements of the written material. Each one of the 18 radio programmes is repeated once in the same week.

Course assessment takes the form of 4 written assignments during the course. These are marked and commented upon by the students' tutor and the three best grades count for the final assessment. The examination is held at the end of the course at examination centre according to the location and distribution of students. The overall grades for continuous assessment and for the examination are combined to produce a final course result for each student. The course assessment consists of: Continuous assessment = 40%, End of course examination = 60%.

Tutor-student contact is arranged throughout the course. Normally 20-25 students are allotted to a tutor. The tuition is of two kinds. Firstly through the comments and suggestions made by the tutor on student assignments. Secondly, by means of a programme of tutorials at which student groups can meet their tutor and receive help with any study difficulties.

The capital cost of the course were estimated in 1977 as Rupees 25,327,000/=. The capital cost was for 150,000/- primary school teachers. The average unit cost, therefore, is worked out as Rupees 160/- (Equivalent to US$ 6/-). Whereas Rs.120/- is the estimated cost for providing in-service training to teacher for a full-time course of about 6 weeks using conventional teaching methods. Moreover, in compliance with the decision of the fourth Education Minister's meeting, the course is being provided free of all costs including tuition fee, cost of books and examination fee.

Problems involved in teacher training programmes

The University has to experience some problems in imparting teacher training programme through distance education. These problems include:

1. **Availability of trained personnel**
   In order to provide tutorial and practical component, the university has difficulty of getting trained personnel to fulfill the spirit of distance education system. In some areas of Pakistan particularly at Post Graduate level programme i.e. B.Ed. and M.Ed.

2. **Monitoring of practical component**
   Due to heavy enrollment in teacher training programmes, the University faces difficulty in monitoring the teaching practice, workshops and research work.

3. **Centralization of the programmes**
   All the teacher training programmes are centralized at main Campus Islamabad. Sometimes the students have to contact head office even for small matters such as issuance of enrollment number, examination roll number slips, assignments questions paper, supply of instructional materials and changes of address etc.

4. **Provision of counselling and guidance**
   No one can deny the significance of immediate counselling and guidance in education. Whereas in the Distance Education system, the provision of counselling and guidance is all the more necessary. However, this aspect is not fully covered by A.I.O.U. especially in the regions.

5. **Media support**
The distance education approach is strengthened by the use of media such as TV, Radio, A.V.aids, telephone conferencing, video conferencing and E.Mail etc. However, all such components are fully used in teacher education courses except Radio and TV programme to supplement the written material. Being limited coverage and more expensive the use of TV is restricted to certain courses only.

6. **Postal services**
Postal services are not reliable in far flung areas of Pakistan. Sometimes the students get information late e.g. Roll number slips receive after specified date of examination.

7. **Tutor training**
The distance tutor lacks proper training to work in the system of distance education. Before starting of the course, there is need to brief the tutors on how to tutor.

8. **Provision of reference materials in the regional offices**
There is need to provide reference study materials in all the regional offices of AIOU so that the students can be more benefitted.

9. **Possibilities**
It is evident from the enrollment in various teacher education programme of AIOU that a wide scale clientele is interested to have or increase qualification in teacher education. The University is providing limited seats to the potential students. Whereas, if sources permit, the restriction on enrollment can be avoided. This will facilitate the public at large to satisfy their urge of becoming trained teachers.

Conclusion

Distance education is becoming more and more effective and accepted mode of imparting education globly. Its credibility is increasing in Pakistan in which it is sharing a major position of teacher's training requirements. Its cost effectiveness is also acknowledged and confirmed by all concerned planners and educationists. The future of Distance Education is very bright generally in developing countries and specially in Pakistan.

The AIOU has to play a vital and crucial role in the years to come.

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ALLAMA IQBAL OPEN UNIVERSITY

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Basic Functional Education Programme: An Analysis of AIOU Efforts for Uplift of Rural Illiterate Community

By

Dr. A.R. Saghir*

Development: With or Without Education?

Pakistan is a developing country with an agrarian economy. According to the *Economic Survey*, 1998, the estimated population of Pakistan was 139.04 million with a growth rate of 2.7 percent per annum. The general standard of living and the overall scenario of socio-economic development present a dismaying picture. This is, by and large due to an over-whelming increase during the last few decades. Like any other developing country of the world in general, and those of the Asian region, in particular, an over-whelming majority (about 68 percent) of its population is living in rural areas. Obviously, for that reason, any effort to gear up development process in the country must primarily concentrate upon the uplift of the rural areas.

It is an established fact that, other things remaining the same, conservation of resources and a judicious use thereof is an essential pre-requisite for paving the way for development of an area. Similarly, the level of education of the people of a country is one of the most potent factors which creates an awareness among them about the significance of the resources and thus develops a positive attitude towards the preservation of the same for development. In this way, the level of education does contribute towards the development of the country. But the hopelessly low level of literacy, particularly in the rural areas (about 18 percent) of Pakistan is adversely affecting the overall development. Efforts have been made during the past decades to bring about socio-economic elevation among this part of the population. Accordingly, leaving aside the very few exceptions, the whole of the rural population, has got an extremely low standard of living.

In the context of Pakistan, especially in rural areas, it can be safely hypothesised that the situation is further aggravated by the unprecedented population increase in these areas. Because of their illiterate status, by an large, people in the rural areas generally do not have the capacity to understand and analyze the

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problems emanating from population increase. These problems may pertain, inter alia, to food, agriculture, health, education, housing resources etc. Their ignorance about population related issues and concepts like family size and standard of living, disease control, water-resource management etc. is continuously having an adverse effect on their overall pace of development in spite of their hard labour put in by them in their day-to-day life activities.

It is well said that a constant factor can never be a cause of change. Obviously, we cannot afford to defer development efforts indefinitely with the remote hope that one day our rural masses would be educated and then they would contribute towards the development of the country.. It, therefore, does necessitate to devise innovative measures to popularize population and environment related concepts among the people who are not literate. Consequently, this state of affairs led the experts in the field to explore some non-conventional methods and techniques to launch development efforts. The point intended to be conveyed here is that adult education and literacy per se need not necessarily be taken as essential components of a training programme aiming at the propagation of development related concepts among illiterate masses. Chris Duke puts beautifully that such programmes imposed from outside often give birth to unintended consequences such as consolidation of land holdings, dependence on imported produce and further deterioration of the lot of the poorest people. So the realization that without motivation and participation development misses the mark, leads to a new emphasis pertaining to a complex set of questions about literacy, functional skills and community participation and mobilization.

The past history of not only literacy programme, but even of those coupled with skill training in Pakistan is more than enough to reveal the fact that people have lost their confidence in such undertakings. Not only that most of them are definitely not interested in literacy per se, but even literacy as a means of fostering development in rural areas is also looked at quite skeptically. This has led the rural people leaving exceptions aside, of course, to think and declare literacy of no use. The reasons for such an attitude on their part are not far to seek. Literacy per se cannot solve their persisting problems of poverty, illness, unemployment and the like. One of the UNESCO reports about Pakistan has rightly stated that although acquisition of knowledge is recognised as desirable, acquiring literacy's not generally considered a felt need in rural areas. The adult farmer in a village is not interested in attending classes in the literacy centres. He does not see any direct benefit from his becoming literate. Added to this is the urge to put children aged five and above to work either in the fields or in some other occupation of economic return.

In view of these facts, there was a dire need to recast and redesign the strategy for promoting these concepts without over-emphasizing the acquisition of literacy for that purpose. This may also be known as ultra-literacy approach. The AIOU developed and adopted this approach under its Basic Functional Education programme. Before we go further in this regard, a thorough analysis of the approach looks to be quite pertinent here.

Basic Functional Education Programme

The Allama Iqbal Open University (AIOU) took the lead in this regard and designed its Basic Functional Education Programme (BFEP) after the design of the ODA-funded Functional Education Project for Rural Areas (FEPRA). Under the FEPRA, formal and informal surveys were conducted during the early stages of the project to familiarise the field staff with the local communities to introduce them to the projects aims and methods and to gain and in-depth understanding of the needs, priorities, constraints and capability as potential learners. This research helped a lot in making decisions about the selection of appropriate course topics and methods. The FEPRA was closed up at the end of its third year period in June 1985 and its place was taken by a continuing university programme known as BFEP on 1st July 1985. The BFEP was based on the concept of development without bothering the people about literacy for which they are seldom motivated. The programme tended to by-pass literacy and teach needed skills to the rural people which can help them solve their day-to-day problems faced in agriculture, health and nutrition. Population, child care and the like which are very significant aspects of development.

The BFEP, to begain with, was started by the AIOU in the "Barani" (rain-fed) area in tehsil Kharian of the Punjab province. Contrary to the situation in plain areas, agriculture is not the mainstay of the economy of the people living in this topography. Since land-holdings in this area are scattered and do not yield sufficient crop, people of the area are earnestly interested in learning skills and techniques which can help them earn more money and thus improve the standard of living of their families. Accordingly, the strategy aimed at teaching agricultural skills to the illiterate people without bothering them for literacy. Concepts relating to popuiation education, environmental education, livestock vegetable growing and the like were also included in the contents for imparting training to the target people.

Major Objectives of the BFEP

Major objectives of the BFEP may be mentioned as under:

1. To help the rural masses learn and put into practice the things which will be of functional use in the everyday life for improvement of their economic condition, general health, social conditions and standard of living.
2. To implement a strategy appropriate to rural areas which can be replicated and extended to different main cultural regions and also extend the out-reach system of AIOU into educationally deprived areas.
3. To develop more courses based on the felt needs of the people and to carry out field-testing in order to assess their suitability.
4. To collaborate with government and non-government agencies concerned with rural development and act as a resource centre for other organizations.

Training Strategy

It may be pointed out that in the BFEP approach, there is no regular face-to-face instruction by trained/qualified teachers/instructors or other staff of the AIOU. Rather, it makes use of non-formal techniques to pave the way for rural development without bothering the people for literacy. This ultra-literacy training strategy as developed by the AIOU, and then adopted as BFEP, consists of the following stages:

1. Needs Assessment

The most basic step in this approach is to assess the felt needs of the people of the area with the help of a number of instruments like interview schedule, inventory, observation etc. Trained staff of the AIOU visits the target area according to a notified schedule and collects relevant data bout the diversified needs, interests and problems of the people living in the area. The AIOU staff does this basically on the initiative of different agencies collaborating with the AIOU. The list of these agencies appears in a later section of this article.

2. Development of Training Materials

Curriculum experts of the AIOU, in collaboration with experts from relevant Nation Building Departments and other agencies, identify learning objectives and select the most appropriate training material for the target

people in the light of their felt needs. As already mentioned above, this is an approach which completely by-passes literacy for the purpose. Therefore, the material, so developed, is audio-visual in nature and consists of a number of flip charts containing pictures, the description of which is contained in an audio cassette that goes with it at the time of instruction. As a strategy, material in skill-training is prepared integrating concepts pertaining to the problem under attack.

3. Formation of Learning Groups

Formation of learning groups is an important stage in the series of training activities under the BFEP. The learners, i.e. the individuals with low level of literacy (ILL's) or with no literacy at all, are organized into groups for providing training to them. This is known as "Out-reach System" of the AIOU. As a matter of fact, very few of the group members happen to be semi-literate whereas most of them are usually illiterate or with very little literacy.

Learning groups are formed after visiting different villages. During these visits, the village elders and other influential people are consulted so as to fix a time and day for motivational meetings prior to group formation. Such meetings are generally attended by 30-50 people in which team members from the AIOU and other agencies participate and discuss the benefits of such programmes for the people of the area.. Those who generally feel convinced of the usefulness of the skills are arranged into a group.

4. Selection and Training of Group Leader

After the learners are organized into groups, they nominate/select a group leader from amongst themselves. For six learning groups, there is one Group Assistant Supervisor. He is supposed to handle the learning process as per instruction given in the audio cassette. For this purpose, he is provided extensive training in a number of skills like the following:

- group handling,
- motivation techniques
- handling the audio cassette player
- handling the flip charts
- introducing concepts to the learners
- handling discussion of the learners, etc.

Five such supervisors are attached to one field worker who is an employee of the University. One field worker, in this way, looks after the training of about 600 learners.

5. Delivery Mechanism

Immediately after the group has received his training, course meetings are supposed to start twice a week. The methodology of instruction is mainly based upon the use of audio cassettes prepared in local dialect. Since the target people in such programmes are illiterate, also takes place in the local dialect. The group leader, who is supposed to have learnt the use of the equipment, operates the cassette which explains the flip charts one by one. In this way, the cassette and the charts go together.

6. Discussion Sessions

There is also an in-built mechanism to ensure discussion among the learners on the topic/skills presented to the learners. As guided by the cassette, the group leader conducts the discussion on the relevant concepts. He/she ensures the participation of individual members in such a way that each one of them is likely to internalise the total content of the session.

Here a mention also needs to be made of fact that the Assistant Supervisors are also usually present in the course meeting which provides necessary guidance to the group leader and the learners. This helps to solve their learning problems on the spot.

7. Distribution of Handouts

Handouts pertaining to the concepts and skills under discussion are distributed amongst the learners towards the end of each meeting. A "Handout" is a single sheet of paper on which all the illustrations of the flip charts on a specific topic are reproduced in miniature form. With the help of these "handouts", the learners may revise/recall the information given in the cassette/s pertaining to a particular course aiming at teaching relevant concepts skills to the rural semi-literate or even illiterate people. This also helps the target learners to establish a sort of relationship between the discussion in the group meeting and the concepts/skills being imparted to them. In this way, in addition to recalling the discussion, it also promotes a

sort of motivation for becoming literate. This is, however, a bye-product and not the main objective to be achieved.

Since such courses are especially designed to meet the training heads of rural masses with low level of literacy at all, practical demonstrations occupy a very crucial place in the whole process of training. According to the intervals as provided for in the recorded cassette, the group leader, or if he does not have much technical knowledge about the topic under discussion, the expert or a representative of the relevant nation building department also arranges for a practical demonstration of the skill so as to provide a concrete and living situation to the learners for learning a particular skill. For example, concepts and skills pertaining to poultry-keeping, tree plantation, house-hold affairs, child care etc. may be clarified to them through on-the-spot demonstration. Opportunities are also provided to the learners to perform the skills in the presence of other co-learner thus making the acquisition of skills fairly perfect and relatively permanent.

Collaboration with other Agencies

As it can be judged from the above, the BFEP is basically a community up-lift programme. For that matter, the AIOU has been offering this programme in collaboration with a number of agencies. These agencies include the following:

1. UNICEF
2. Agha Khan rural Support Programme
3. Pak German Based, Peshawar
4. Ministry of Religious and Minority Affairs
5. All Pakistan Women Association
6. Islamabad Capital Territory
7. Ministry of Local Government and Rural Development Programme
8. Save the Child Fund
9. Catholic Relief Services
10. Rural Development Foundation
11. World Vision
12. Society for the Welfare and Rehabilitation of Children, Services Hospital, Lahore
13. GTZ, Peshawar
14. USAID

The practice has been that these agencies identify the area and provide sponsorship for developing and launching BFEP programmes according to the felt needs of the people of the area. Rest of the academic and technical input is provided by the AIOU.

The AIOU has so far imparted training to more than thirty thousand illiterates by using this technique in the programmes run by it through its own resources. The AIOU, in addition to running this programme for the people residing in the specified areas, has also been offering skill training programmes in the prisons located in cities including Rawalpindi (Adiala Jail), Lahore (Kot Lakhpat Jail), Multan, Bahawalpur, Sahiwal, Faisalabad, Gujranwala. The total number of illiterates training by the AIOU, in collaboration with different agencies goes well above the figure of one hundred thousand. This is in addition to the number trained by the AIOU already mentioned above.

It is, however, a point of great concern that the performance of such a useful programme has suffered a lot due to certain financial and administrative reasons. The situation, therefore, does call for immediate measures to reactivate the same.

Use of BFEP to Promote Population and Environmental Education

Though, along with other development oriented concepts like the population and environment related concepts were present in the content imparted through this approach, yet it represented only a modest attempt in this regard. The situation, therefore calls for designing and planning the programme at a massive scale for popularizing these concepts among the target people at large. Following content is proposed to be taught to them through those approach:

-Meaning and nature of population
-Factors of population change with special reference to rural areas
-Benefits and hazards associated with large and small family size
-Family as basic unit
-Income generating skills
-Gender roles and responsibilities
-Marriage as a social institution
-Values and attitudes
-Food and nutrition
-Health and sanitation
-Child care
-Resources and their types
-Conservation of resources
-Balance between population and resources

The list given above is only suggestive and leaves much to be desired. Several other concepts may be identified relevant to the specific situation obtaining in the identified areas.

Conclusion

Development oriented programmes based on the said approach, like the BFEP, are highly significant for the uplift or rural areas not only because they would help people understand population and environment related problems and generating more income for better standard of living, but also because of their usefulness in preparing people to successfully adjust to new technological developments taking place in the remotest areas with their implications for environment. This would also help them a better exposure to the rural illiterate/semi-literate population to numerous similar developments including the hazards associated with the same. This would help them cope with these rapid changes in a more befitting manner.

We can sum up by re-emphasizing that in a country like Pakistan with agrarian economy, there is a dire need to address to the real and living issues and problems of the illiterate and semi-literate rural people. If planned realistically and implemented effectively, this strategy can go a long way in expediting the process of disseminating population and environmental education concepts which, in turn, would facilitate rural uplift in a short span of time and bring all the fruits of latest developments and inventions to the door-steps of the hither-to deprived part of population. It can also motivate people for acquiring adequate literacy level which may help them to steer effectively in understanding and overcoming their day-to-day problems in an effective manner. The quantum of the problem is so big in Pakistan that there is lot of scope to strengthen such efforts and help the people change their lot.

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A Training Portfolio for Teachers of Functional English

By

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In the Allama Iqbal Open University's education system, the student remains the most important person. Everything and everybody strives to make their learning process easier, comfortable and rewarding. The entire AIOU machinery, both administrative and academic, is in constant attendance to facilitate students. Yet, their grievances are endless...they lament of neglect, injustices and rough deals.

Another major concern is the tutor. A tutor is a major link between the student, scattered far and wide the country and the course co-ordinator who is based at the AIOU's main campus at Islamabad. The AIOU has a vast country wide tutor network supervised by respective regional offices and the directorate of regional services (DRS), based in Islamabad. An AIOU tutor is expected to perform multiple roles as compared to its counterpart in the traditional system. Although, being academically and professionally qualified and experienced, tutors are inadequately briefed or trained about the concept of distance teaching and learning more specifically about their role as AIOU tutors. Despite efforts of organising numerous tutor training workshops, one waits to see improved tutor performance and better and interactive tutorials. Most of these tutor briefings, workshops or trainings are hastily arranged, lacking in proper content and context and are not very cost effective. At a recent tutor training workshop in Quetta in April 1997, I had an opportunity to have a very realistic encounter with the tutors, gathered from all over Balochistan. The first two days were devoted to clarifying the concept of distance teaching and learning system, how different it is from the formal system, yet how challenging, and the distance teaching jargon so extensively used at AIOU.

A questionnaire was distributed in the beginning with a purpose to make participants familiar with each other and feel at ease. The questionnaire basically meant to break ice as well as help assess their knowledge about the AIOU and the special terminology associated with the distance education system. This was followed by an intensive drilling about how to use and handle the various compo-

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nents ranging from learning materials, assignments which in true terms are students' continuous and open-book assessment, the importance of media component in their learning process, supplementary or enrichment materials in form of suggested readings, books, readers, vision books, flip charts and of course audio, video, radio and television programmes. The tutors were reminded about the importance of feedback in AIOU's system stressing upon positive reinforcement on assignments and during tutorials, compilation of results, maintaining their own and students' records and most importantly remaining connected with the regional offices and the DRS. The next step was to define their role as tutors, their responsibility to make the fortnightly tutorial sessions as interactive, rewarding and useful for the students and finally, discuss and put forward in a practical fashion some ideas on how to teach the *Matric Functional English Course.*[1]

The aim of this article is to share my experiences during the Quetta workshop which infact proved to be my re-orientation. It helped me redefine my teaching performance and commitment, rethink my teaching and writing objectives and revise the strategies and approaches adopt while writing courses and assignments. Honestly, the experience jolted me out from the comfortable and exclusive hideout at AIOU, changing my self concept and my understanding of the factors that contribute to successful language teaching and learning in particular. My purpose, therefore, is to illustrate the workshop plan, a kind of progression beginning with an interactive exercise of getting to know each other to the role of tutor, the description of an interactive classroom, the concept of Functional English and finally illustrating some practical suggestions for teaching the Matric Functional English units adapting unit one of the course.

Getting to know Each Other

Mix around the class, talk to your workshop colleagues and ask each other these questions. You can ask all questions or any selected few:

[1]Matric Functional English is a full credit (12 units) compulsory component of the Women Secondary Education Programme of AIOU. It is basically targeted at the Rural Women who have an education qualification till grade 8. The course follows a multi-media approach which includes the textbooks, study guides, audiocassette, vision book, assignments, tutorial sessions and written exam. There are two semesters in a students' year and mandatory weekly tutorials. Tutors and students meet for two hours at specific place and time to work on the unit studied during the week. Tutor training is a regular and the most significant aspect of all AIOU courses, especially for the Functional English tutors, where tutors are given a significant exposure to the WSEP's multi media courses. The present article focuses on the training workshop for a group of tutors of Balochistan region.

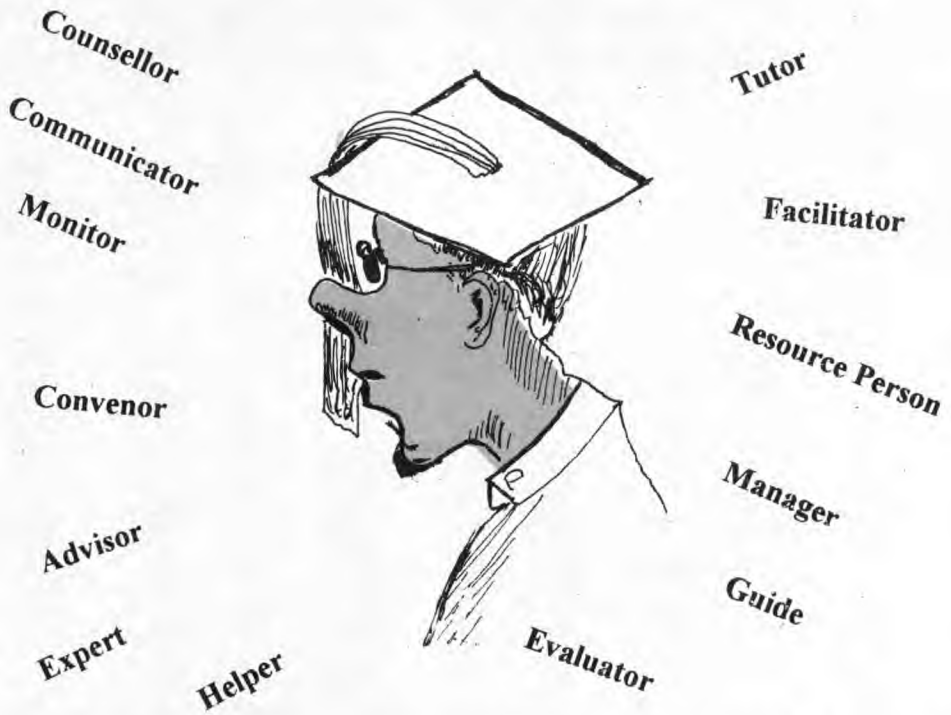
1. Which part of Balochistan have you come from?
2 Is this your first experience of attending an AIOU workshop?
3. How would you define a "workshop"?
4. Do you know what distance learning is all about?
5 Have you heard of these terms before?

Self assessment question
Study kit
Open Learning
Media component
Tutorials
Format
Feedback
Correspondence
Tutorial/assignment schedule
Regional Office

6.You are going to teach the Matric Functional English courses. Are you familiar with these terms more specific to English Language teaching?

- Functional English
- Four Language Skills
- Dialogue
- Context
- Practice
- Communication
- Every day English
- Activity
- Vision Book
- Skim, Scan, Infer

Answers to the questions were later discussed in the class with the help of pre-planned handouts and transparencies and audio visual demonstrations depicting various components of the AIOU and the principles of Functional syllabus/English. Participants did a brain storming exercise to add related terms, in other words synonyms of the word tutor. This is what we achieved.



What are the pre-requisites to qualify as a tutor? The question was basically about the academic, professional and personal qualities of a successful tutor or the profile of a good tutor? This question was once again open for discussion and which generated the following useful and relevant answers:

Teacher
Tutor Facilitator

- Level of Education
- Subject Competence
- Professional Competence
- Teacher Student Relationship
- Interpersonal Skills
- Friendliness and Fairness
- Discipline and Control
- Adaptability
- Innovation
- Attitude Towards Error
- Positive Feedback
- Evaluating Yourself

Role of a Tutor/Facilitator

The word facilitator comes from the Latin word *facilis* which means:

- To make Easy
- To free from difficulties and obstacles
- To help forward and promote learning
- To lessen the burden

A tutor/facilitator must:

- Take the responsibility of the tutorial group - what the group does and how it does
- Bear in mind the overall purpose of the tutorial group
- Provide opportunities to the group to grow in an appropriate direction
- Help the group to take control and responsibility of their own learning and achievements
- Beware of what is constantly happening in the group and if notices any diversions, redirects them to the main point
- Encourage and support them in the learning process
- Be a part of the group, not always the leader
- Not force ones own needs or insight or decisions on the group, but allow freedom and interaction
- Stay quiet and yet be attentive

A tutor/facilitator has to learn to acquire the style, attitude and ability to lead.

AIOU tutorials need to be different from regular and formal classroom teaching periods of forty minutes. The tutorials are conducted fortnightly where students are expected to come prepared. Being recruits of a self study and personalized system of learning, the AIOU students come to attend the tutorials with preliminary preparation and seek the tutor's help and guidance in areas of diffi-

culty. Therefore, these tutorials ideally ought to be ninety minutes of problem solving, discussions, group and pair work and interactive learning, leaving students with a sense of achievement and satisfaction. How many of the tutors do these things with their tutorial groups? The answers as expected were not very encouraging. Yet banking on the opportunity, I spelled out some of the basic ingredients essential to make any tutorial or a regular classroom session interactive, lively, rewarding and worthwhile in terms of learning.

In a classroom, interaction occurs in these forms:

T ⟶ S — The teacher talks or lectures most of the time and students are just passive listeners. This particular class is teacher centered.

T ⟶ S
⟵ — The teacher gives opportunity to the students to participate in the class, yet keeps control. This is less teacher centered but still the teacher is the dominant figure.

S ⟶ S
⟵ — The teacher provides the impetus and allows students to take initiatives. Here the teacher's role is more of a facilitator and the class is student centered.

An interactive classroom is basically student centered where students are allowed to explore, interpret and evaluate whatever is being presented to them. Students are given freedom to express their opinions in writing and in speech, they are free to reach to their own conclusions and the teacher's inconspicuous presence is to subtly monitor the learning process and keep a sense of direction more appropriately so when students are learning English as a foreign language.

Tutors can make the tutorial sessions interactive by:

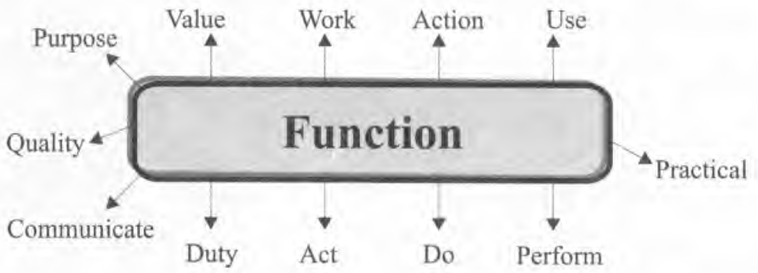
a) ***Creating a conducive social climate in the classroom:*** The tutor should show solidarity with students, give help, acceptance, clarification, reward understanding, a sense of fulfilment, direction and satisfaction. The list can be endless, the bottom line is, that a tutor and the class atmosphere should be relaxed, positive and constructive which would result in releasing the typical tensions and fears of students. All these are crucial for creating a good interpersonal relationship between the two.

b) ***Providing for participation and independence to students:*** Once again the tutor's role is of a facilitator, a resource person allowing students to take responsibility of the rate and route of their learning in other words take control of their own classroom performance. Such initiatives will make the entire teaching and learning period very interesting, rewarding and healthy, both for students who are on a voyage to explore their capabilities and for the teacher who acts as a guide and mentor in their learning process.

c) ***Creating variety in learning activities:*** Incorporate innovative teaching techniques using all kinds of audio visual aids. The tutor can experiment with endless ideas, be adventurous and bold, practice drama techniques, games and other such communicative activities .. it is up to the tutor to induce life and vigour in the sessions and among the students.

d) ***Giving positive and constructive feedback:*** A timely and apt feedback or response is of tremendous importance in students learning process. Sometimes, peer correction and self correction can also contribute in the educational growth of students.

Ensuring that the tutors now have adequate orientation about the AIOU and the challenges of being AIOU tutors, they were then guided into more specific and professionalized field of teaching Functional English. Assuming that the concept of Functional English will be new for them and that almost all of them will be unfamiliar with the contemporary, more appropriately fashionable jargon, extensively used in the discipline of the teaching of English as a foreign language, and the current emphasis to the Functional approach, I started of by doing a mind map exercise, eliciting synonyms for the word functional, followed by giving them a simple checklist defining the term Functional English, how different it is from traditional English courses, and its usefulness for learners of the English language and finally by suggesting practical guidelines for teaching the Functional English course.



Functional Syllabus is the kind of a syllabus where the functions are selected and sequenced according to their usefulness to the learner, the extent to which they meet the learner's communicative needs" (Cunningsworth 1984). The term *function* refers to the process of conveying the meaning. The functional syllabus lists various functions and gives examples of how those functions can be expressed in English. Widdowson (1979:248) states that "a functional syllabus is only an inventory of units, which are more functional than structural". The following are some basic characteristics of the functional syllabus. The functional syllabus:

- ⇨ is designed for the non-English speaking people (foreign learners) is Interactive, student-centered, communicative, needs based deals with every day, real life contents;
- ⇨ incorporates appropriate language according to relevant socio-cultural situations;
- ⇨ uses language in its proper context, situation or setting;
- ⇨ integrates grammar and vocabulary with other language skills by using them in meaningful and communicative tasks and activities;
- ⇨ stresses on purposeful learning, that is, all language learning activities have a definite purpose or objective;
- ⇨ equally emphasizes all the four language skills;
- ⇨ plays around with different language variations that are possible within each function;

- ⇨ focuses less on structure and more on communication (oral performance);
- ⇨ grades functions, vocabulary, grammar, listening, speaking, reading and writing tasks according to their level of difficulty or complexity;
- ⇨ expresses the titles of units in functional terms to focus students attention on learning objective/s of the unit;
- ⇨ spells out the learning objectives before each unit to set up expectations of students;
- ⇨ presents one particular language function in different situations;
- ⇨ recycles one particular function in successive units to highlight various possibilities of use;
- ⇨ can use learners' native language whenever foreign concepts or references need clarification, and
- ⇨ encourages flexibility, that is, teachers can break away with the routine heirachy of units according to students' needs and ease.

In a functional approach inductive learning is encouraged where the learner is presented with a number of examples which embody the rule and by identifying similarities between the example and the rule, the learner hypothesises and seek confirmation of the hypothesis (Cunningsworth 1984:22). In other words, the learner induces the rule and then uses it. The emphasis, therefore, is on the use (appropriateness or the matching of language to its social context and function) rather than the usage (grammatically correct sentences without too much concern for how these sentences can be used). However, as Allan Cunningsworth (1984) puts it "no one can produce a functional course without teaching language forms, we should teach both, although the relationship between the form and function is complex, success depends on how successfully we teach the form of the sentence and its effective use in a context of social interaction." Keith Jhonson and Morrow (1981:72) presents the stages or the process of teaching a language function. One would clearly notice that the focus "changes from the accurate production of isolated utterances to the fluent selection of appropriate utterances in communication. The learner is now concerned with using language, not English usages. In order to do this, learners take on roles and interacts with other learners. The teacher will actually assume different roles to model the language for the learners". I have taken the liberty of adapting Jhonson's and Morrow's

model by joining practice and transfer stages together and adding on the production stage.

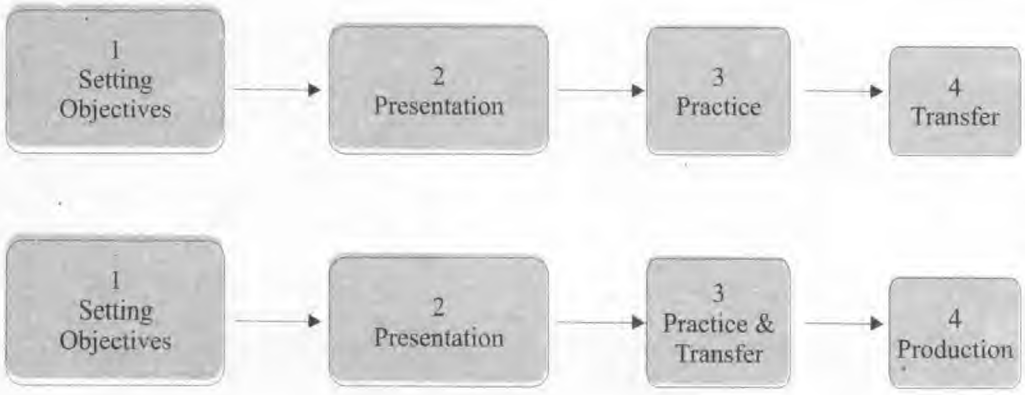


Fig. given above is an Adapted Model of (Johnson and Morrow (1981:72)

Stating objectives is simply telling the students what the unit is about and what they are expected to learn. To examplify, learning objectives of the Matric functional English course units were demonstrated and tutors were asked to pretend as students and predict and anticipate about the contents of each unit. Presentation stage is the initial stage of learning a new item. "The teacher provides the new information, the new piece of knowledge, and the learner concentrates on understanding and remembering it" (Cunningsworth 1984:34).

The learner is infact trying to internalise the new rule and the new language item. We can, therefore, say that the presentation stage is actually about contexualisation of the function or the language item. To contexualize or situationalize communicatively, the function is placed in terms of who is speaking, to whom, where and why. The practice and transfer stage is when "the learner starts to use the language item. As first it is carefully controlled, giving a great deal of help and prevent the learner from making too many mistakes. The degree of control is lessened as the learner becomes more confident" (Cunningsworth 1984:34). At this stage the teacher can go on practicing in form of drilling or repetition of the language presented, individual responses, questions and answers, pair and group work, substitution drills, role play, improvisation, information transfer exercises. At this stage a teacher can experiment with a whole range of exercises with the main aim of giving maximum exposure to the learners and then allowing

a certain degree of independence. Many language experts have also termed this as the guided practice stage.

The production stage is the final stage where "the learner is helped to use the language in uncontrolled environment and which is closer to their own personal and real life circumstances. The student is now being prepared for using English in the world outside the classroom" (Cunningsworth 1984:34). Students play around with language with a great deal of freedom and independence and enjoy unrestrained creativity.

Planning a Functional Lesson

Let us examine the possible steps that one may follow in planning and then teaching a Functional English unit.

1. ***Presentation of the dialogue***: Discussion of the function, situation, people, roles, setting, unfamiliar vocabulary or concepts, the formality and informality of the language, relating the theme of the dialogue with the personal experiences of students, incorporating audio visual aids to set the scene, etc.

2. ***Practice of the dialogue***: It can be repetition or drilling, questions and answers on the dialogue, substitution drills, reinforcement of the form or grammatical practice and function, group and pair work involving work based on the unit.

3. ***Productive work***: In form of role plays, dramatisation, role plays, problem solving and other communicative activities involving free expression and independent learning, using supplementary reading, writing materials which could add more to their knowledge.

Lesson Plan: Matric Functional English 207 Unit 1

1. ***Presentation***

   Discuss the situations, people, roles, occupation, behaviour, the language they use.

   Talk about traffic rules, problems, the traffic policeman, the driving licence, challan etc. to illicit relevant vocabulary items and setting up the scene.

   What do you think about Kamal Baig?

What kind of a person Kamal Baig is?

What kind of a family background do you think he has?

Where are these people? or the place or the scene where these people are speaking?

What kind of language are these people using? Is it formal, informal, rude, impolite, pleasant, the tone etc.

Are there any such signals which tell us about the behaviour or the style of the speakers.

One can use visual aids to enrich the function and for further clarity, such as some traffic signs, a drawing of a car accident etc.

2. ***Practice and Transfer***

Help students finish off the given exercises. They can either work individually or in pairs.

Provide a list of questions or ask students to add more questions similar to the ones given in the dialogue, students can practice speaking by asking and answering each other those questions.

Change the context or situation, for example, a student caught cheating in the exams and the exchange between the principal and the student. Or any such situation which can help students practice speaking.

Give relevant grammar practice, such as explanation about WH questions and personal pronouns.

Give them a variety of situations and ask them to construct questions with:

What, Why, When, Where, Who, How

Since the unit deals with filling forms with personal information, students to give their own personal information and also talk to oth in the class and fill in their particulars. Also, bring authentic appli tion forms for a driving licence or an identity card etc. and give th enough practice in filling forms.

3. ***Productive Work***

Role play or dramatize the dialogue, ask students to use all kind questions they have learnt in the practice stage.

Find out more information about traffic rules, traffic police force, similar news item reporting a car accident or theft etc.

The reading writing section deals with sequence writing, hence them to write cooking recipes or operating instructions. Here, the t can use a lot of supplementary materials such as manuals etc.

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Writing: Its Theoretical and Practical Implications

By

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The current English Language Teaching and learning situation in Pakistan is far from satisfactory. Bill Campbell, in his article compares the present ELT situation in Pakistan with the condition of a sick person not merely suffering from one disease or injury, but a great number of severe illnesses including untrained teachers, demotivated learners, outdated textbooks, old and rigid teaching strategies, ineffective evaluation system, lack of interesting teaching material, grammar-translation method, time constraint, curriculum, etc. He believes that the patient's health cannot be restored by curing only one of the illness. In other words, there is no treatment for the problem. In the presence of all these constraints the teahcers finds it impossible to use methods which encourage the learning of language skills. As a result, more or less all linguistic skills have been neglected in our educational set up. In this context, listening and speaking skills are the greatest sufferers which we can attribute to the ages old teaching stragegies, mainly the use of grammer-translation method. However, reading and writing are the two skills which we cannot afford to ignore because that is what we need. In fact, of the two i.e. reading and writing, the writing skill serves the most educational and professional needs of the country.

In the educational context, writing is the main source of evaluation at all levels, from school to university. In the classroom it is essential to take notes from lectures, write class and home assignments and carry out other academic work. To teachers, writing is essential to monitor and diagnose problems of students and to provide them with feedback on their work. In addition, writing provides variety in the classroom.

Outside the classroom, writing serves a very important role in our social private and professional lives. Almost all jobs in Pakistan for which the requisite qualification is an Intermediate certificate, require the ability to read and write English with a certain degree of proficiency. But, despite the importance of writing skill in the educational, professional, social and private set up of the country,

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the teaching of writing is carried out in the most disappointing and discouraging manner.

In colleges and schools, students are very often dictated set summaries of the novel, poetry, prose and drama, which the students cram happily and reproduce comfortably in the examinations without much effort. Some times the teacher expects students to write essays, letters and stories which are irrelevant and out of context, without a clear sense of purpose, audience or direction. As a result, the students who are asked to write a letter to a friend or an essay on e.g., *the happiest day of my life or my first day in college*, end up in a mess since they are writing in a void, having to provide an audience out of their own heads.

In grammar classes, students are required to translate the given passage, change the narration and voice and construct sentences using the given words. By concentrating on such non-communicative activities and drills, teachers expect that students will produce an effective and connected piece of writing. But this does not help.

The observation of O'Brien (1989. 22-1) about writing in EFL/ESL classrooms, that writing is often 'writing to learn' the language rather than 'learning to write' i.e. writing as a channel rather than a goal, is found equally true in case of Pakistani teaching/learning writing situation. In these classes, the entire focus is on what the students have written (product) rather than how they have written (process). The students are, therefore, hardly aware of the nature or process of writing.

The teacher does not even make an effort to make the students aware of what is involved in writing. The only practice provided by the teacher in writing classes, as mentioned earlier, is in handling grammatical structures in isolation. In addition, in Pakistan, due to the lack of extensive reading, the students are deprived of some useful knowledge about the literary styles and other writing conventions. Their only exposure is to the prescribed text books which they are required to read and answer the comprehension questions based on the text. Whereas, the recent researchers in first language learning have emphasized the importance of exposure in the learning of a language. The same applied to the second language learning. Besides, in our situation there is hardly any provision for class discussions, group/pair and other interactive activities which have an essential role during the different stages of writing. To recapitulate the writing situation in Pakistan reflects the following flaws:

i. The students are unaware of the nature and process of writing.

ii. They have no idea about the conventions of writing.

iii. They often have to write without an awareness of the reader/ audience and purpose of writing.

iv. They have little exposure to different prose forms and literary styles in English.

v. There is no practice in the use of writing as a communicative activity.

vi. The students lack motivation, because of uninteresting, irrelevant and out of context writing tasks.

vii. Owing to large/over-crowded classes, there is a lack of individual attention and suitable oral and written feedback on students' written work.

viii. The element of reviewing and editing is completely missing.

The writer attempts to propose some effective ways and means for the teaching of writing skills at secondary and tertiary level in Pakistan. In this connection, the essentials of a good piece of writing has been elaborated.

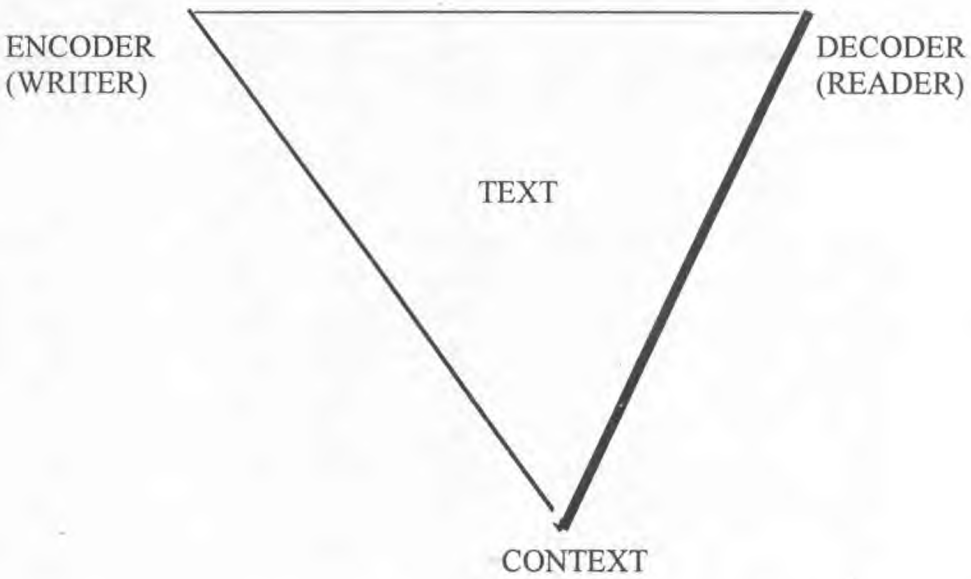
In this article, the nature of writing, the purpose of writing in real life, the convention of writing, and their significance in making the purpose of the writing clear to the reader (audience) has been pointed out. The successive stages in writing and, their importance in reducing the problems of the writers have also been discussed. The writer's problems have been grouped as psychological, linguistics and cognitive. In the end, some positive steps have been proposed to convert writing into an interesting and fruitful activity and to overcome some of the strains of the writers in light of the opinions of some well-known writers.

Nature of Writing

Writing has been viewed by the eminent writers in several different ways. It has been commonly agreed that writing is a means of communication made possible through graphic symbols and arranged according to certain conventions to form words. Words in turn are arranged to form sentences. The sentences are logically and grammatically connected to form a piece of writing. Elaborating the above, Byrne (1979: 14-15) suggests that 'any piece of writing is an attempt to

communicate something: that the writer (producer) has a goal or purpose in mind: that he has to establish and maintain contact with his reader, (receiver) that he has to organise his material and that he does this through the use of certain logical and grammatical devices.

In this process of communication, the writer has a communicative purpose and the reader is interested in discovering what that purpose is. In other words, communication through writing involves negotiation or interaction between the writer (encoder) and the reader (decoder), the text, context and task. Freedman and Pringle (eds) (1983: x) suggest that in any piece of writing, all the above factors are present and all have significant parts to play, with not necessarily the same importance. This can be represented through the following triangle:



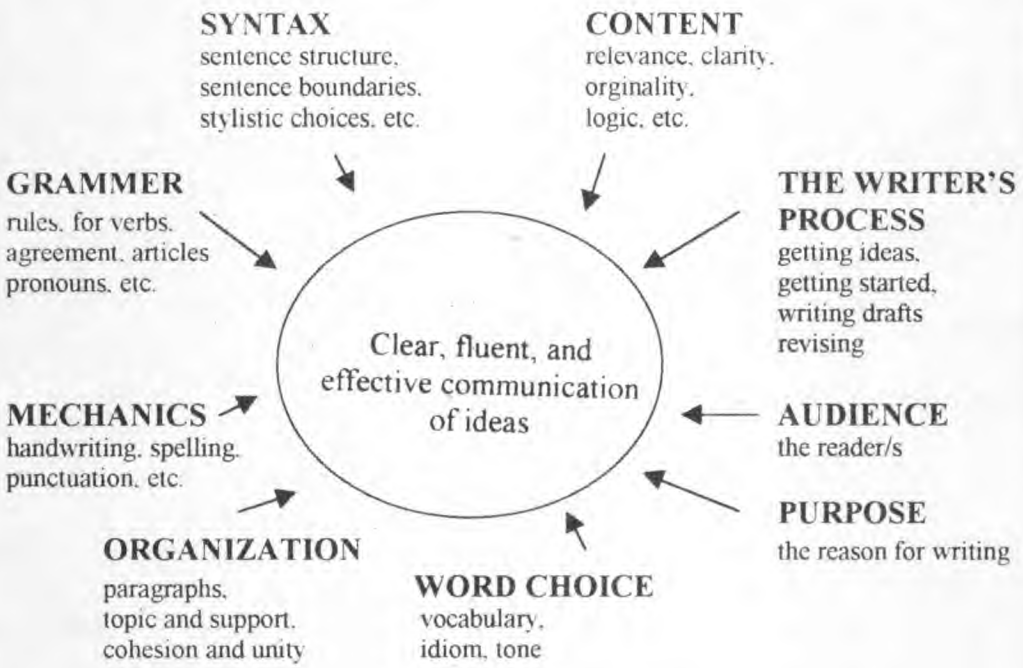
Taken from Freedman & Pringle (eds) (1983:4)

In addition, the writer and reader (in order to get the message across) must share the conventions they employ and encounter. Conventions have been defined as an expected way of doing something that is accepted by all parties concerned. In this regard, Smith (1982:55) suggests that a reader who does not already know something about the language, the writer is using and the subject matter the writer is dealing with will not make sense of what the author writes. By bringing the prior knowledge of the author's language and subject matter, the reader can anticipate possible surface structures on the page and thus find sense in them.

Let us see what the essentials/conventions of writing are.

Conventions of Writing

Smith (1982:82) suggests that every form of text, every register of writing, has conventions that both writers and readers must respect in order for communication to take place. Writing has its conventions for spelling, or punctuation, for grammar, for paragraphing and capitalization just as spoken language has its convention for sounds of words, stress and intonation patterns, etc. Also, there are conventions for the ways in which words may be arranged grammatically and meaningfully into sentences and conventions, about how sentences themselves are interrelated. And all of these conventions vary in conventional ways depending on who is talking or writing to whom, their relative status and other circumstances. Thus, an effective piece of writing requires a number of things which Raimes (1983:6) represents with the help of the following diagram:



Taken from Raimes, A (1983:6)

As suggested earlier, whenever we write in real life, we have a definite purpose for writing. To convey that purpose, we need to have three kinds of knowledge i.e. what we are going to write, to whom and for what purpose. In this regard, Widdowson (1983:39) says:

> "The student should always have some idea of who he is meant to be interacting with, of what shared knowledge he can assume, including a knowledge of conventions of rhetorical organization which characterise different ways of discourse. He should have some idea, too, of the purpose of interaction. This involves relating the act of writing to some preceding situation. For in normal circumstances we do not just sit down to write when the spirit takes us."

Flower and Hayes (1980:11) believe that awareness of a potential audience may play a considerable part in the original motivation for writing. The intended audience often determines the manner of writing that is selected (Smith 1982:80). It provides the writer with a context without which it is difficult to know exactly what or how to write, and how formal or informal to be. In other words, sense of audience helps in the selection of content and style. According to (Widdowson 1978) 'If these necessary conditions are not provided, then the business of putting words on a page is reduced to a mere language exercise: a manifestation of linguistic rules for display and not a realization of linguistic rules for communication.' Such a text is a piece of language existing in isolation for its own sake.

Production of text for its own sake is not writing as a communicative activity but simply an exercise in linguistic composition.

Problems in writing

Having looked at the conventions of writing and the knowledge necessary for composing a piece of writing, it may be easier to understand the difficulties faced by the writers. Smith (1982) observes a tremendous range of differences among individuals on the issue. To him, for some people writing often comes easily, others find it a continued struggle. Some people find writing a strain, others a release. Students very often find it hard to compose a piece of writing. When they are asked about their problems they say that they do not know the right words, they do not know the right grammar or they are not good at composing and organizing. Some times they cannot even think of anything to write. This results in dry, flat mechanical prose full of grammatical errors and empty of life and content (quoted in Freedman and Pringle eds (1983:258). The students in Pakistan

experience the same difficulties in writing classes; Since as mentioned earlier, th students in Pakistani schools and colleges are hardly required to compose or writ in their native language therefore they lack practise in writing. Byrne (1988:3-4 has classified the difficulties of ESL writers under the following headings.

Psychological

Every human being is used to the natural way of communicating which is talking to some one and being talked to in return, so that there is continuous inter action and feedback. But, writing is a solitary activity without any interaction o feedback which makes it a difficult task. Freedman and Pringle (eds) (1983:39 express this in the following words:

> "The writer is solitary, the person to whom he wishes to transfer informa tion is absent and often unknown. He has to conduct his interaction b adopting a dual participant role, anticipating the reactions of a presume interlocutor."

Students in Pakistani classrooms mostly write without the knowledge o audience and purpose. This explains their difficulty in writing.

Linguistic

To Kroll (1990:110), 'one constraint on composing processes faced by al ESL writers is language. 'L_2 (second language) writers can formulate as man ideas as L_1 (First language or native) writers, but they do not usually have th same range of lexical and syntactic choices availale to them that L_1 writers have In addition, they lack familiarity with conventions involving the standard forms o grammar, syntax and vocabulary and ordering and connecting of sentences an paragraphs. Moreover, the physical act of writing 'transcription' may itself pres ent problems to L_2 writers. For practised writers, transcription is so automatic tha they can plan the next proposition while still transcribing the previous one.

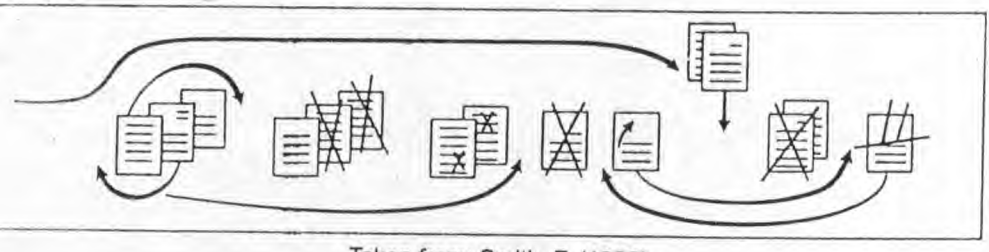
Cognitive

Writing is a process which is learnt through instruction. In ESL class rooms the artificiality of the writing tasks, makes writing an unpleasant job for th students. Besides the psychological, linguistic and cognitive factors mentione above, the difficulty in writing also arises due to the unawareness of the proces of writing. The students think that the whole act of writing should be successfull completed in the first attempt whereas the actual writing process is carried out i several stages.

rocess of Writing

The recent research in composition reveals that composing is a non-linear, xploratory and generative process whereby the writers discover and reformulate eir ideas ..... (Zamel 1983:165). It is an extremely complex undertaking with a umber of operations such as generating ideas, planning and outlining, drafting evising etc. going on simultaneously. These operations have been termed as the riter's tool kit by Witte and Faigley (1981:202) who believe that in using the ols the writer is not necessarily compelled to use them in a fixed order. Smith 982:107) elaborates the same in the following words:

> "In fact, the words can be written any where, on pages already completed, on fresh sheets in margins ..... in note-books. At any time a line can be erased, a page thrown away. And at any time everything that has been written can be changed, added to, deleted from, and put into a completely different order."



Taken from: Smith, F. (1982)

Writing is thus viewed as a series of overlapping and interacting proc-esses.

Linguists divide composition writing into three stages:

1. Pre-Writing
2. Writing
3. Post-Writing

Pre-writing is the preliminary, preparatory stage of composition. During the process the writer is thinking, reflecting and planning about what can go on, consciously and unconsciously, before a word is even put on the page.

Research on the writing process suggests that planning is a significant component of the writing process. Sandra Stotsky (1990:37) argues that this is the stage for working out preliminary decisions about purpose, audience, major ideas and organizing strategies.

According to Flower and Hayes (1980:38), planning involves 'basic cognitive operations' such as generating information, organizing information and setting goals. Generating information may include jotting down all points that, writer can think about the topic from knowledge he/she already has gathered and stored from other sources.

Organizing gives meaning to those ideas by arranging them in order in accordance with the set goals. It involves things such as, sentence structure, style etc. Goal setting which Smith (1982:90) terms as 'intentions' can be global as well as local. At the beginning of the writing task the goal is global. Later on, as the writer proceeds with the writing it will become more local. Smith compares global intentions to a driver's intentions to reach a certain destination. To him, the local intentions are often unpredictable but they are determined by the overall global intentions.

Many writers use outlines as part of the planning process. All professional and academic writers use some kind of an outline either formal or informal. But there may be exceptions to it. In a study conducted by Stotsky one of the students reported, 'How can I write an outline when my ideas are flying back and forth?

Writing/Composing Process

This is the real act of putting ideas to pen, translating images into meaning. In an article on the composing processes, of advanced ESL students, Zamel (1983:180) describes composing as a process of discovering and exploring ideas and constructing a framework with which to best present these ideas and constructing a framework with which to best present these ideas. To her, the process is creative and generative and may not always be based on a clear sense of direction or explicit plan, but rather a plan that allows for further discovery and exploration. It involves integrating new ideas, revising those that have already been recorded and may entail reconstructing one's framework to accommodate these

changes (Zamel 1983:180). As writers write successive drafts, new ideas occur to them and are included. Flower and Hayes assert that:

"New knowledge can interrupt the process at any time."

Most of the writers may find it a difficult stage. Sometimes a writer has a good general idea about what he wants to put in a paragraph but he can not find the words or get the sentences ordered satisfactorily. Sometimes words seem to flow, but they take the writer in directions he does not intend.

Post Writing

Once the text is written, it needs reading, reviewing and editing to be modified and polished.

Having discussed some of the theoretical aspects of writing and highlighting the difficulties encountered by a writer it would be useful to workout a practical teaching of writing framework with in which the role of a teacher needs to be established since the teacher has a major responsibility in helping the writer/student overcome some of the strains/worries of writing.

Since writing develops as an individual develops, in many directions and like individual human development writing requires nourishment. This nourishment can be provided by the teacher in several different ways. First of all, in this creation process the teacher is responsible for providing an environment in which writing can take place successfully. Besides, writing teacher has several other roles. Cowan (1977, quoted in Kroll 1990:59) believes that the role of the writing teacher is schizophrenic, teacher as real reader (audience), teacher as coach and teacher as evaluator asking questions such as who is my reader? What do I need to say and how. Kroll (1990:59) asserts that as reders teachers should act as consultants, assistants and facilitators, establishing a collaborative relationship with writers, drawing attention to problems, offering alternatives and suggesting possibilities not as judges and evaluators but as genuine and interesting readers.

The teacher may assist students in the writing process directly as well as indirectly e.g. the teacher can foster sensitivity in reading and writing by providing practice and exposure. Exposure to good models of writing, encourages good reading habits and at the same time is helpful in familiarizing the learners with the conventions and styles of writing. Smith (1982:177) believes that without sufficient practice in particular genres the students cannot be expected to write good.

The teacher can also provide an environment of demonstrations in the class, not just of this is the way we do things but also, these are the things that cn be done. She can create interest by giving a sense of purpose to the task. This she can do by discussing with the students the occasion and setting of each topic of writing. Instead of just saying write, the teacher can assign a variety of interesting writing tasks that are authentic, having an intrinsic function and a clear audience in mind.

To sum up, a teacher can be very helpful in nourishing the learners' writing skill by providing an environment in which learners will learn about writing, see models of good writing to familiarize themselves with conventions of extended discourse, receive plenty of practice and help in real writing tasks by getting ideas together, in a conventional way.

The next immediate question is what and how to teach. In this regard, Zamel (1976:67) believes that. "If one were to look through the literature on the teaching of writing to second language learners, one would find a multitude of suggestions as to how to teach it:

In fact, there is no one way to teach writing which is reasonably well suited to meet the specific needs of all students at one time. Moreover, change is the essence of life. Human beings have always been in search of better and new ways or methods of doing things. Teaching and learning of writing has also passed through several phases and experiments and a number of approaches have been suggested all of which overlap for instance controlled, guided and free writing. These approaches involve different stages including copying, reproduction, recombination, guided, free, etc.

It is generally believed that teaching of writing should be carried out in stages since it involves a number of linguistic and rhetorical operations for example copying stage helps the learners master the orthographic skills of handwriting, spelling, punctuation etc. Reproduction stage provides practice in writing without originality what has been memorized, copied, read or learnt from any source. At the stage of recombination students do activities such as reproducing sentences with minor adaptations, this includes, rearranging the jumbled sentences, transforming, expanding, contracting, substituting sentences, filling in the blanks and completion exercises. At this stage the student does not compose anything. At the guided writing stage students rearrange jumbled sentences, complete a skeleton of a text, complete dialogues, stories, etc.

The fact is that the above stages are useful for students who need practice in grammatical structure and usage. The controlled and guided tasks are no more than grammatical manipulation of sentences.

These do not provide practice in using the language in context. As mentioned earlier writing is not only the ability to compose grammatically correct sentences but also to arrange sentences appropriately in a context to suit the particular purpose. Since both when we speak and when we write we work not through isolated sentences but through blocks of sentences.

Research has shown that grammar study may have little to do with composing (Zamel 1976:72) Syntax, vocabulary and rhetorical forms are important features of writing, but they need to be taught not as ends in themselves but as the means with which to better express one's meaning.

In order to compose a piece of writing students should be aware of the conventions of writing as well. There is no such awareness in case of Pakistani students at any level of learning writing. One reason for the lack of awareness of the conventions of writing in students can be attributed to the lack of writing practice in the classroom. Writing is an exercise which can be cultivated only with 'frequent and plentiful writing' and true ease in writing comes through practice. Therefore, enough practice should be provided.

Free-writing solves the above problem to some extent. The emphasis in the free-writing approach is on content, and fluency and not on form. It is believed that once ideas are down on the page, grammatical accuracy, organization and the rest will gradually follow. The students are, therefore, motivated to write freely and produce extensively whatever comes into their minds for a fixed period of time, without worrying about grammar and spelling. They have to set a situational writing task similar to the one they did during the early stages. They plan and then write without help from the teacher or discussion among themselves. This practice needs to be 'meaningful' and communicative in order to help the learners' see the 'need' for the language he is producing. Also because for any writing approach to be successful it should have a specific purpose of communicating something to the reader. At the same time, it should aim at developing the necessary linguistic and cognitive skills required. Feedback is an essential element in the improvement of writing. This can be provided by the teacher as well as peers.

In a situation like Pakistan, where the teacher is restricted due to the large number of students in each class, lengthy syllabi and limited time the oral feed-

back is not mostly possible. In such a situation, the teacher has to rely on written comments. When such is the case the teacher should provide clear and precise directions, suitable guide lines and recommendations to help the students deal with their problems. The abstract and vague comments generally provided by the teachers are least helpful in enabling the students to revise the text. Peer feedback is indirectly helpful in self-critical awareness. Writers need to develop the ability to read their own writing and to examine it critically. Sharing their writing with other students provides feedback including questions and comments on the meaning, organization and clarity of their writing. Duncan (1986:4) suggests that students receive a number of benefits from praticipating in peer-group editing.

Firstly, their work is being read by real readers, secondly, students learn to become critical readers. Their own understanding redefined and clarified. The teacher should encourage students to draft and redraft, read and reread, edit and proofread their own and each other's work.

To conclude, the writing process can be made more pleasant and less painful by following some of the suggestions offered in this article.

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PAKISTAN JOURNAL OF DISTANCE EDUCATION

ALLAMA IQBAL OPEN UNIVERSITY

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The Role of Directorate of Information Services in Distance Education System

By

Ubaidullah Mumtaz*

This is an age of publicity. We observe that even some small factories, institutions depend upon the publicity to a greater extent. These owners get their commodities advertised in those areas, where their production is being sold. They get them advertised through *Banner, Poster, Newspapers, Radio* and *Television.* These advertisements are made very interesting, unique and even presented in attractive styles. The need of these advertisements not only felt by commercial sector, even different government offices, Ministries, Parliament, President House etc., have established their *Public Relations Offices*, which are working very efficiently.

Allama Iqbal Open University (AIOU) is a media-based institution, wherein an effective *Directorate of Information* is a basic need to meet the requirements of non-formal and distance education system. AIOU had been established following the United Kingdom Open University (UKOU). The public Relations Office, established in UKOU, consists of about 10 Officers and adequate staff.

There are three basic responsibilities of *Directorate of Information Services*. Owing to burden of work, this office can be divided into three sections. Every section needs its work to be done with great concentration and wholeheartedly. Head of department in this way needs three officers for the supervision of these sections. Their responsibilities are as follows:

1. *Publicity*
2. *Protocol*
3. *Advertisement*

1) Publicity

This can be said without doubt that Directorate of Information Services is getting a lot of news published in national newspapers every now and then

* The writer is working as Public Relations Officer in AIOU.

through this news coverage, much information about the activities and performances of AIOU come to the knowledge of the people.

Moreover, wide-range of publicity is being made, such as:

(a) ***Publicity of Academic Programme***: One of the major responsibility of Directorate of Information Services is to get the news item published, regarding courses, examinations, result, dispatching of books and all other news pertaining to the interest of the students. DIS disseminates all these news to all newspapers and electronic media. In this business a person has to be very careful, because a little mistake can make a big problem, which can cause a great menace and misconception not only for students but for the staff members also.

(b) ***Publicity of Admissions***: Directorate of Information gets admission notice published for every semester (twice in a year). For this purpose, different academic departments are contacted for information of the courses, which are to be presented in coming semester, detail of programmes, merit and conditions. The publicity through news is started one month before the admission opened and it continues till the last date for admission. The PRO always try to advertise university's programmes of admissions through speeches, interviews, and news.

(c) Different functions, workshops, seminars are also held in main campus of the University time to time throughout the year. These functions can be categorised in three divisions:

- ⇨ International Conferences/Seminars, and all those functions, which are to presided over by President or Prime Minister.
- ⇨ National Conferences/Seminars in which mostly Ministers are invited.
- ⇨ Internal functions related to AIOU, which are mostly presided over by the Vice-Chancellor.

(d) For the first two categories, PRO has to send invitation cards. For this purpose, names and addresses of invitees are collected, which is a tiring task. Publicity of all these functions is also made before time through press and electronic media. Moreover, news are released for the functions along with different snaps. The PRO prepares such a

news which could leave good impression of the university and release it preferably with colour pictures. Therefore, the PRO tries to get these news + snaps printed on colour pages, which mostly cover ½ to ¼ portion of the weekly educational editions.

(e) ***Clarification/Explanatory News***: AIOU is not only an important national institute, the Middle East countries also come in its jurisdiction. Approximately three hundred thousands students get admission in every semester in AIOU, and there may be possibility of some complaints of students regarding these matters, which have to be removed by press media. Moreover, news published against the University has also to be clarified and explained by this department.

(f) ***Introduction of Departments and their Programmes***: Introductory articles are written to introduce new Departments of the University and even old Departments are also re-introduced through write up, which are got printed in national newspapers. Moreover, press clipping of educational and its related news not only preserved but also presented to the Vice-Chancellor daily, and if V.C gives any direction, it is carried out.

(g) ***Liaison with media's persons***: Persons and journalist related to print, electronic media and news agencies are sensitive and influential members of the society. To keep good terms with journalist is one of the responsibilities of a PRO. He is required to maintain good and trustworthy relations with news agencies.

2) Protocol

Different delegations visit AIOU campus time to time. These delegations may be local or foreigner. Student groups also come on their study visit to this University. In this regard following duties are performed by this Directorate:

i) Tentative programmes in consultation with different Departments, to get approval of competent authority and get it implemented.

ii) Arrangement of transport and accommodation for foreign visitors.

iii) Entertainment of visitors.

3) Advertisement

Different Departments of the university issue many kind of advertisements like 'Tender Notice', 'Show Cause Notice'. These are, anyhow, two important kinds of advertisement that are followed:

(i) Admission advertisement Notice
(ii) Situation Vacant

Public Relations Officer, who is also to perform duties as a Secretary, Publicity Committee, has to take keen interest in all these matters. He has to attend many meetings in this regard, for preparation of the advertisement. The PRO also sets the ads. in order for publication and gets it approved by the higher authority.

Payment of these advertisement is also one of the important responsibility of this Directorate. After publishing of the advertisement, this Department makes arrangement to pay its charges to advertisement agency as soon as possible. For this purpose, bills are prepared and got passed by the Audit Department.

All the above-mentioned facts reveal that in distance education system, the Directorate of Information Services plays a pivotal role. The DIS may be regarded as liaison between the students and the university. Through this Directorate people come to know about AIOU's programmes, activities, and performances.

PAKISTAN JOURNAL OF DISTANCE EDUCATION

ALLAMA IQBAL OPEN UNIVERSITY

Volume: XV Special Edition Year: 1998

Twenty Years
of
Allama Iqbal Open University

By

Abdus Sattar Khan*

Allama Iqbal Open University (AIOU) is a twenty-year-success-story, in distance education system. Established in 1974 it offered courses in 1975. There is a common sense of déjà vu at the twenty, that the university has perfectly come of age in setting up direction for the unprecedented task.

The system has sincerely been utilized, through multi-dimensional medium of teaching, by offering courses upto M.Phil level, during the last two decades. The conceptual logistic of openness has constructively been exploited by the students in their abodes or place of work. The University has and is encouraging the working adults to improve their education. Imparting of in-service training to professional and the plan to launch more M.Phil/Ph.D. programmes is a success indicator indeed.

AIOU executes all methods and techniques like print, sound and picture media and their combinations, according to the level of the students and the requirements of the courses, including face to face instruction where necessary.

With system of reaching the student at his home or work place and the concept of openness, which implies life long education, AIOU is filling the gaps left by the conventional system and taking education to the areas and group not privileged enough, to benefit from the formal system of education.

Generally, the learning package consist of printed texts, specially designed, to suit self-learning, without the help of a teacher, and supported by radio and T.V broadcasts on national transmission networks and audio/video cassettes, etc. The average yearly intake today is 632803, 52% of them are women residing in urban and rural areas, 600 times pushup has been observed since its inception in

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1975-76, with 58 times course production increase, following 350 courses.

AIOU has the credit to start numerous streams of Functional Education (non-credit), General education, Teacher education, Women education, computer education and higher education.

The education imparted by AIOU is not age bounded. The break-up of the year 1994-95, Functional Education(non-credit) takes 11%, Women, Matric takes 3.2% Intermediate takes 9%, B.A/B.Com/BBA takes 9.13%, MA Educational Planning and Management takes 0.13%, M.Sc Pakistan Studies takes 0.15%, Diploma in Teaching of English as Foreign Language(TEFL) takes 0.13%, Master of Business Administration (MBA) takes 1.2%, Post-Graduate Diploma/certificate of Management takes 0.04%, M.Ed Special Education takes 0.24%, B.Ed takes 11.6%, Certificate in Teaching (CT takes 17.2%, Primary Teaching Certificate (PTC takes 45.6%, Primary Teacher's Orientation Course (PTOC) takes 1.1%, Arabic Teachers Training course (ATTC) takes 0.22%, M.Phil Iqbaliat takes 0.02%, M.Phil Islamiat takes 0.03%, M.Phil Urdu takes 0.04, M.Phil Education takes 0.08%, Diploma in Computer Application takes 0.71% and Diploma in Computer Maintenance takes 0.06% while total enrolment in 1994-95 is 632803 in which 305233(48%) were male and 327570(52%) were female. It includes the enrolment of Autumn, 1994 semester(301577) and the enrolment of Spring, 1995 semester(331226).

The University consists of three Faculties, headed each by a Dean, who is responsible for academic/administrative functions, under the provision of University Act. The faculties and the relevant departments, with their date of establishment, number of courses offered upto 1994-95 and the course enrolment for the year 1994-95 are as follow:

Table-1.1 Faculty of Basic and Applied Sciences

S.No	Department	Year of Establishment	No. of Courses Offered upto Spring, 95	Enrolment 1994- 95
1	Technical and Vocational Education	July, 1984	9	1688
2.	Agricultural Sciences	1974	22	3201
3.	Maths. Stat. and Computer Sciences	1988	27	8093

4. Women Education	1984	22	14034
5. Basic Sciences	1974	3	3701
Total Course Enrolment in	1994-95		30717

Technical and Vocational Education

In 1975, the Department of Industrial Education was established. It also looked after Home Economics courses for some time but from 1981, it concentrated on its own, course programmes, and was named as "Department of Industrial Education and Business Management" in July, 1982. In July, 1984 it was bifurcated into "Department of Technical and Vocational Education" and "Department of Business Management." The latter was transferred to the Faculty of Social Sciences and Humanities.

Women Education

In 1981, the Department of Home Economics was established, and was renamed, "Department of Women's Education" in 1984.

Table-1.2 Faculty of Social Sciences and Humanities

Sr. No.	Department	Year of Establishment Spring 95	No. of Courses Offered upto	Enrolment 1994- 95
1.	Pakistani languages (Urdu)	1976	14	13612
2.	English.	1976	15	21414
3.	Mass Communication.	Nov., 86	9	1354
4.	Library Information Sciences	1985	4	1898
5.	Iqbaliat	July, 81	10	2936

6. Arabic	1975	15	3170
7. Islamic Studies	1975	11	30555
8. Commerce.	Nov.87	25	3747
9. History, Sociology, Geography and Anthropology.	Sep.87	13	4860
10. Economics	Sep.87	3	2000
11. Pakistan Studies.	Sep.87	18	21385
12. Management Sciences	Nov.84	31	8727
13. Population Studies	1985	4	
Total Course Enrolment in	1994-95		115658

Iqbaliat

In July, 1981 the Department of Iqbaliat was separated from the Department of Urdu.

Institute of Arabic and Islamic Studies

Institute of Arabic and Islamic Studies, was established in 1975 and bifurcated with in two departments, in November, 1985, within the Institute of Arabic and Islamic studies.

Commerce

The department was separated in November, 1987 from the parent department i.e. department of Business Management, which was established in November, 1984.

History, Sociology, Geography and Anthropology

The department was established in September, 1987 after the bifurcation of Department of Social Sciences and Humanities.

Pakistan Studies

As a result of the division of the department of Social Sciences, the Department of Pakistan Studies was established in September, 1987.

Management Sciences

The Department was established in 1975, jointly with the Department of Industrial Education. In November, 1984 the department was separated from the parent department under the name of the business Management within the Faculty of social Sciences and Humanities.

Population Studies

The Department of Population Studies was established in 1985. On September, 25 1991, the department was merged in the department of History, Sociology, Geography and Anthropology.

Table-1.3 Faculty of Education

S.No	Department	Year of Establishment	No. of Courses Offered upto Spring, 95	Enrolment 1994- 95
1.	Educational Planning and Management.(EPM)	1984	15	1035
2.	Teacher Education.	1984	36	409057
3.	Special Education.	1987	15	1543
4.	Distance, Non-formal and Continuing Education.	1989	4	271
5.	Science Education	1988	8	74464

Educational Planning and Management (EPM)

Departments of EPM and Teacher Education were established in 1984, when the Institute of Education was upgraded to Faculty level. EPM courses were early organised by a section of the Institute of Education since 1976.

Teacher Education

With the upgradation of the Institute of Education to Faculty level in 1984, Department of Teacher Education came into existence.

Science Education

Department of Science Education was shifted from the Faculty of Basic & Applied Sciences to the Faculty of Education in July, 1994.

Total course enrolment in three faculties during the year 1994-95 was 632803, (including the 58 enrolment in the department of Daftri Urdu Project) with a ratio of 48% and 52% male/female participation.

Regional Network

AIOU operates countrywide network having, 31 regional/sub regional/regional coordinating offices. The regional offices manage about 1000 study centres and ensure the delivery of tutorial services to the students throughout the country and to expatriate Pakistan in the Middle East for FA/BA level only.

Programmes And Projects Of AIOU

The University is an amalgam of regular programmes and projects as well. Clients catered to, by AIOU, is country wide and unbiased. A random research study of 3082 FA BA students was conducted by Research and Evaluation Centre AIOU title "Effectiveness of Distance Education of AIOU in 1995" 65%) students were employed in public and private organization.

Brief review of the major programmes and projects of the university is given as under:

Programmes of AIOU

1. M. Phil Iqbaliat

The M.Phil level programme in Iqbaliat consists of four courses and re-

search thesis, which was started in Autumn, 1987, to disseminate message of great scholar for national integration.. Admission in M.Phil programmes, is accorded on the basis of nominations received from all over the country, against a limited number of seats. The total course enrolment from Autumn, 1987 to Spring, 1995 semester was 1478 with 77% male and 23% female participation.

2. M. Phil Islamiat

M.Phil level programme in Islamiat, consisting of four courses and research thesis, was started in Autumn, 1987 semester, to understand the philosophy of Holy Quran and Sunnah. And to make Pakistan an alienable part of Islamic umah. The course enrolment from Autumn, 1987 to Spring, 1995 semester was 1632 with the ratio of 84%; and 16% male/female respectively.

3. M. Phil Urdu

M.Phil Urdu consists of four courses and research thesis, and was started in Autumn, 1987 Semester, to develop research potentials. From Autumn, 1987 to Spring, 1995 Semester course enrolment was 1289 having 76% male and 24% female.

4. M.Phil Education

M.Phil in Education, started in Autumn, 1988 semester, consists of three specialization i.e. Educational Planning Management (three courses) Teacher Education (five courses) and Distance and Non-formal Education (four courses) and a research thesis for each.

M.Phil in Educational Planning & Management (EPM) was started to produce best Educationists at all levels. Course enrolment from Autumn, 1988 to Spring, 1995 semester was 194 with 67% male and 23% female participation.

M.Phil in Teacher Education was launched to promote research potential in the educational fields. Course enrolment from Autumn, 1988 to Spring, 1995 semester was 437 shared by 72% male and 28% female.

M.Phil in Distance and Non-formal Education was started to make research in "Non-formal education, educational technology, distance education and adult education." Course enrolment was 641, in which 72% male and 28% female pa

cipated in the semester from Autumn, 1988 to Spring, 1995.

5. MA in Educational Planning and Management (EPM)

An MA level programme, in Educational Planning and Management, consting of 11 courses, is one of the old Master's level programmes, to meet the ıortage of properly qualified educational planners and administrators. The proramme was started in collaboration with the UNESCO Regional office, Bangok, in 1975.

Admission in the programme is oriented at the country level, against a mited number of seats. Initially correspondence materials were adopted from NESCO texts, but later on findings of various local research studies, were utiled to produce the material locally. Course enrolment from 75-76 to spring, 995 semester was 10550 with 77% male and 23% female ratio.

6. M.Sc Pakistan Studies Programme

The programme focused at understanding the genesis of Pakistan. Every akistani graduate - equivalent with any social science subject is eligible for adıission, on merit basis. The programme was started in October, 1986 consists of 3 courses and the course enrolment was 9755 upto spring, 1995 semester. Male ıd female ratio was 76% and 24% respectively.

7. Master in Business Administration (MBA)

MBA programme consists of 30 courses, which was started in October,)86 semester. It aimed to impart specialized pragmatic knowledge in business lministration. This programme has been divided into various groups, to provide ecialization to students in their particular field.

Admission is totally on merit basis. The course enrolment from October, '86 to Spring, 1995 was 35684 with the ratio of 95% male and 5% female.

8. Post-graduate Diploma in English Language Teaching (ELT)

Post-graduate diploma in English Language Teaching(ELT) is one of the l Master's level programmes, improving the qualifications and competence of glish teachers. So far 1730 lecturers have been trained through out the country ce it was started in April 1981. Group training workshops are held in major ies, at the conclusion of correspondence phase. After summer, 1988 semester,

this programme has been discontinued.

9. Diploma in TEFL/MA TEFL

Diploma in Teaching of English as Foreign Language was started in Autumn, 1987, semester, comprising four courses. It aims to train in-service English teachers and to promote English teaching in the country. The course enrolment in this programme from Autumn, 1987 to Spring, 1995 Semester was 4448 with 66% male and 34% female. Later in Spring, 1993 semester, the MA TEFL was launched, consisting four courses. Admission criteria is merit-oriented, however, same, as for above, but preference is given to those who have studied English as "optional subject" in BA. The course enrolment from Spring, 1993 to Spring, 1995 was 522 with 66% male and 34% female ratio.

10. BA Programme

BA programme has six specific groups. Completion of eight credit courses is the eligibility criterion for BA degree. Some specific groups are indicated below:

a. Bachelor of Commerce (B.Com)

b. Bachelor of Business Administration (BBA)

c. Bachelor of Library and Information (BLIS)

d. Bachelor of Mass Communication.

e. Bachelor of Computer Application.

f. BA General.

BA Computer Application programme is operational in Lahore, Gujranwala, Faisalabad, Islamabad, Rawalpindi, Peshawar, Multan and Quetta, in coordination with PATROMEN Admission is restricted to diploma holders in Computer Applications. BA programme, started in October, 1979 semester, has 480852 enrolment in 65 courses with 76% male and 34% female, till spring, 1995 semester.

11. Intermediate Programme

Intermediate programme of general education, requires eight credit courses (four courses are compulsory in which two are full credit i.e. Urdu and English and two half credit i.e. Pakistan Studies and Islamic Studies) to qualify for certificate. University also offers a wide range of optional courses.

Matriculates with SSC, are eligible for Admission in the programme. Total enrolment was 484057 upto 1994-95 with 64% male and 36% females since its inception in April, 1979.

12. Women Education

AIOU has also launched the Women Education Project (Matric Level), sponsored by Dutch Government under the provision of bilateral agreement, with the Women's Division in October, 1986, to encourage women education, through distance teaching techniques. After implementing three phases of the project in 1994, it starts functioning on regular basis. During October, 1986 to Spring, 1995 semester the enrolment was 89944, while in spring, 1994 semester male students of the university employee (91) male students were also enrolled on pilot basis, which increased to 996 in 1994-95.

13. Diploma In Computer Applications/Maintenance

In order to make the people familiar with computer education, the university in collaboration with "PATROMEN" started "one-year diploma programme" each in computer application and computer Maintenance in Autumn, 1991 and 1992 respectively. In collaboration with "PATROMEN" twenty diploma courses were being offered in Islamabad, Lahore, Hyderabad and Peshawar. Enrolment in computer Applications was 18925 upto Spring semester, 1995, 93% male and 7% female, while enrolment in computer maintenance was 612 upto Spring, 1995, with 98% male and 2% female.

14. Agricultural Courses

Pakistan's 80% population is agro-based, residing in rural areas and is a back bone of our society. Rice and Cotton form the mainstay of our agricultural exports. Agricultural programme was launched in July, 1977, comprising 7 courses, to educate the farmers in modern agricultural technology for qualitative and quantitative improvement. Enrolment from first presentation upto 1994-95 was 22530 with 11% female participation.

15. Technical and Vocational Courses

Transition of agricultural economy to industrial one is gigantic task, which can be facilitated through modern techniques only. As the formal system of education, cannot cope with, the challenge for obvious reasons. AIOU shouldered the responsibility and offered such courses in August, 1976 to meet the demand, through practical/tutorial medium.

16. M.Ed Special Education Courses

According to 1981 census, an estimated number of 8.3 million of our population are disable in either way and needs technical hands particularly in educational sphere. AIOU has the credit to start project of Special Education, in collaboration with Directorate of Special Education, to educate teachers, through distance education system. This visually handicapped children oriented project later on assumed the nomenclature of "M.Ed Special Education". The programme has 13 Half-credit courses having 3577 enrolment up to 1994-95 with 71% male and 29% female participation.

17. B.Ed Arabic

B.Ed in Arabic consists of 8 courses, which was introduced in Spring, 1988, to acquaint the in-service Arabic teachers with modern techniques of teaching, to promote Arabic in Pakistan. Admission in this programme, is subject to nomination by the respective Director of Education.

The total course enrolment in this programme from Spring, 1988 to Spring, 1990 was 356. And has now been discontinued since Autumn 1990.

18. B.Ed General

B.Ed programme consists of 13 courses (6 half credits) compulsory courses/ practical workshop and two half credit optional courses for Arts and science students, to introduce specialization at secondary level.. The programme was launched in Spring, 1988 and till 1994-95, the enrolment was 312454, with a ratio of 72% male and 28% female.

The programme is purposed to improve knowledge/methodology in secondary schools. At the beginning, it was restricted to in-service graduate teachers. Presently admissions are given on merit basis. Nonetheless in-service teachers are preferred.

19. Certificate of Teaching (CT)

C.T programme consisting of 10 courses (4 half credit) compulsory plus vorkshop and teaching practice and out of 5 optional courses 4 were launched in)ctober 1981, to produce expertise at the Primary level. In beginning, the pro- ramme was teacher oriented. At present FA/F.Sc/PTC certificate holders are eli- ible on merit basis. But preference criterion for in-service teachers, still exists. 'otal enrolment from October, 1981 to Spring, 1995 was 269733 with 54% male nd 46% female participation.

20. Primary Teacher Certificate (PTC)

The programme was presented in October, 1979, and 2,000 teachers nomi- ated by the education departments of Baluchistan, NWFP and Azad Kashmir, vere enrolled. One-year service in government recognized school, is the eligibil- y criteria. The course comprises of three parts i.e. principal of teaching and ıethodology, practical component of workshop, and supervised teaching practice, or becoming trained primary teacher. Up to 1985-86, it was consisted of two in- egrated courses i.e. 601 (Principles & Methods of Teaching) and PTOC old 602 ut in October, 1986, course 602 was replaced with a new course (609) (Primary ducation & Curriculum). The courses were lasted till Summer, 1989. New PTC ourses were launched in Spring 1990, consisting of 8 half credit compulsory ourses, workshop, and teaching practice including one optional course teaching f literacy. Enrolment till Spring 1995 was 737899 with 50% male and 50% fe- ıale. Female participation was less than 50%, upto 1992-93 but in 1993-94, it each to 50% and in 1994-95 it increased to 61%.

21. Primary Teachers Orientation Course (PTOC)

PTOC is one of the university's most successful course, in terms of enrol- ıent, launched in October, 1976, at the request of provincial ministries of educa- on. It is a full credit course, to update serving teachers about national primary urriculum, nominated by respective District education officer. The programme vas discontinued in 1986-87 for revision and recommenced in Autumn, 1992, as Jew PTOC course with a code number 650.

The cumulative enrolment in this programme from 1976-77 to 1985-86 vere 83568 with 65% male and 35% female participation, while enrolment in Jew PTOC programme up to Spring, 1995 were 19183.

22. Population Education Project

Being the pioneer of distance in mass education, AIOU entered into contract with Population Welfare Division in March, 1987, for implementation of Population Education Project, for Middle/Secondary SchoolTeachers in Pakistan in Population Education. Upto Spring, 1995, 11025 middle school teacher and 2633 Secondary School Teachers in Population Education were trained. In Autumn, 1994 the population Education course for EPM students was launched and trained 128 students upto Spring, 1995.

23. Al Arabic Sehlun

A radio/TV programme, titled " Al Arabic Sehlun" was introduced in 1975, under the stewardship of Egyptian Professor Dr. Abdul Aziz Izzat. Total enrolment in discipline was 904 , which was discontinued in 1976-77.

24. Al-Lisanul Arabi

Another radio/TV and correspondence course was started in May, 1978, which was prepared and presented by a Saudi scholar, Ustad Noman Muhammed Tashkindi. Total enrolment more than 12000, in addition to arising of different programme on electronic media. The course contains 20 radio, 20 TV programmes and weekly tutorials.

25. Arabic Teachers Orientation Course (ATOC/ATTC)

This intermediate level full credit course, introduced for the first time in April, 1982, to acquaint serving Arabic teacher with modern techniques of teaching. The course is being sponsored by the Arab League and the Ministry of education, which comprises 12 weeks correspondence and a 6-week practical workshop. The nomenclature of the course was changed as "ATTC' later on.

In the said course total enrolment from April, 1982 to Spring, 1995 was 11668, with 78% male and 22% female, participation.

26. Elementary Arabic Course

The Elementary Arabic course (Code No.110) was launched in 1978-79, in which 24888 enrolment was registered upto Spring, 1995 with 71% male and 29% female.

27. Arabic Bool Chall

Arabic Boil Chall (Code No 114) was commenced in 1989-90, in which 35 students, in which 28 were male and 7 female, enrolled themselves..

28. Certificate In Arabic

This programme was started in 1977-78, on campus student. Total 234 students were enrolled in which 212 were male and 32 female. 129 students passed this course. However, it was discontinued after 1979-80.

29. Diploma in Arabic

This programme was started in 1977-78, on campus student. Out of 139 students, only 76 got through till it was discontinued after 1979-80.

30. Foundation Courses

In 1977-78, five courses were offered but discontinued later on due to un-expectedly high drop-out rate and poor public response. In all five courses only 501 students were enrolled in which 411 were male and 90 were female and only 29 students declared successful.

31. MA Level

MA English was launched in 1977-78, for campus students. Out of total 65 enrolment only 22 students got success. The programme lasted till 1979-80. The male and female participation was 49% and 51% respectively.

MA Persian, German and French launched in 1975-76, could not deliver due to poor public response. The total student enrolment in all three courses were 31, with 74% male and 26% female.

32. Integrated Functional Education Project (IFEP)

The Project was funded by UNICEF to import a good and conscious awakening education.

First IFE Project was launched at Daulta, District Rawalpindi (Punjab) in 1975, which was successfully completed. And similar projects were launched in AJK, Sindh and NWFP – About – 300 centres throughout the country, have imparted functional education to 6049 individually of both genders.

33. Basic Functional Education Programme (BFEP)

Functional Education Programme for Rural Area (FEPRA , as a research project, was launched by the university in 1982, sponsored by "Overseas Development Assistance" (ODA). The project was aimed at improved life in rural areas through a pragmatic basic education. On Ist July, 1985, the programme was converted into a regular one by AIOU titled as "Basic Functional Education Programme" (BFEP). Upto Spring, 1993, enrolment in FEPRA Project were 2480 while in BFEP it were 20588. In BFEP new techniques were used such as audio cassettes, flip charts and group discussion, to educate the rural masses in shortest possible time. The programme meant for both gender, which include child care, poultry farming, livestock management, electricity in village, and agriculture courses etc., to make them responsible citizens.

34. Integrated Functional Literacy Project (IFLP)

The Project was basically female literacy-pruned. In the first phase, it envisaged an 18-month pilot programme, for covering five year primary education of the formal system, including training in handicrafts that can locally be marketed. It also contains, a provision of continuous follow up and guidance, so that the learners are able to continue study upto higher level through formal / non-formal system.

35. Adult Functional Literacy Programme (AFLP)

The programme started in 1977, was sponsored by PTV and AIOU. Its 4th cycle was presented in April, 1982. The university contribution was to revise the materials, evaluate exercises and setup community viewing centres directly under the aegis of its regional offices which was originally administered by LAMEC. These offices were provided with television sets by UNESCO.

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Individual and Cultural Aspects of the Preference for Sons in Pakistan

By

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Patriarchy and male chauvinism are a distinctive feature of Pakistani society. In such societies women are usually economically and socially dependent on men and considered as burden. Although as a result of growing opportunities for education the situation is gradually changing, people still prefer their sons to their daughters. A son is considered to be the prop of life and the centre of all hopes and aspirations. The birth of a male baby is an occasion for great celebration and a matter of immense pride. The preference for a son and the desire to have a large number of sons, at least two or three, is a dominant factor that motivates people to have more children. Having a son is important for different reasons in Pakistani society and its importance for economic reasons has been mentioned in many studies of developing countries. For example Mamdani, in a study of an Indian village, quotes from one of his interviewees:

> "You were trying to convince me in 1960 that I shouldn't have any more sons. Now, you see, I have six sons and two daughters and I sit at home in leisure. They are grown up and they bring me money. One even works outside the village as a labourer" (1972: 109).

Poffenberger and Poffenberger, in a study of an Indian village, assert:

> "More children can earn for the family..... the father can also rest if there are more to earn for him. If there is only one son, then he has the whole economic burden supporting the family and paying for all the ceremonies such as his sister's weddings" (1973: 143).

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There is no reason to deny these factors even in Pakistan. But besides the economic advantage of sons some cultural factors are also involved in the preference for sons especially in Asian countries. As Vlassoff (1990), in a study based on Indian widows argued, economic factors alone did not account for the pervasive son preference in the community: sons had a deeper cultural significance which persisted even when widows were financially well-off or independent. She argued that the emphasis given to economic explanations in previous fertility research has masked the importance of cultural factors which still remain largely unexplored.

The Value of Children (VOC) study on six countries in Asia and the pacific, for example, reports that family size is influenced by son preference (Arnold et al., 1975) In addition to wanting sons for economic reasons, this report cites, continuity of the family name, religious rituals and ancestor worship as important reasons for wanting sons in Taiwan, South Korea, and Thailand.

A number of investigation have argued that sons are source of prestige and defence. For example, in a study of a rural Eastern Nigerian clan, many of the wives in the sample noted that, in their community, the power and influence of the household depended on the number of males in it (Ukaegbu 1977). Poffenberger and Poffenberger state that "when all the brothers unite nobody dares bother them. They can live with power in their hands" (1973: 143).

Manzoor ,in a study of Pakistan, also received this type of response. He reported one of his respondent's views thus: "I need at least fifty boys, I have so many enemies, I am alone in the family, I cannot tackle issues of courts, jails and police stations" (1991: 42). He further stated that some men wanted at least two or three sons as they are considered a source of economic and social support in old age and they become earning hands and work on the farm when they are younger. More sons are also wanted because they increase the family and clan size which strengthens the family's status and land ownership remains within the family. Although these studies document son preferences, they do not explain much about why son preferences appears to be so strong in these culture. All of these preferences/importance of having sons are interwoven in a very dense and complex way but until we can explore the in-depth relationship of each of these issues to women's lives their fertility behaviour will not be satisfactorily examined.

Study Design

This study was carried out in Faisalabad city during the year 1991. Faisalabad is a very large urban centre in Punjab and it is the third largest city of

akistan (according to its population) with a population of over 1104 thousand in 981. It has both traditional agrarian characteristics as well as exposure and access o modernisation. It is dominant city for education, industrial, agricultural, and ommercial activity. Hence it is in many respects a very adequate representation f Pakistan.

A multi-stage cluster sampling technique was used for the survey. The urvey sample is a sub-sample of the Federal Bureau of Statistics master sample, hich include 920 primary sampling units (PSUs). 25 PSUs were selected with robability proportional to the number of household. A sample of 250 household econdary sampling units) was selected systematically with equal probability us-ig a random start and sampling interval. The sampling unit for the study was a oman with at least one living child in the reproductive age span of 18-45 years. list of eligible women in the sample area was prepared. Out of 250 household nly 198 eligible women were found. Out of these 196 women were successfully nterviewed.

The research in this study adopted both qualitative and quantitative re-earch methodology to explore the reasons of son preferences and their effects on ertility behaviour. An interview schedule was developed as a way of trying to nsure that complete and uniform data were obtained. Most of the questions were pen-ended rather than structured but like those which needed the answer of 'yes' r 'no' were pre coded. The categories presented later are the result of the classi-cation of individual responses.

Results and Discussion

Ample evidence exists of a very strong desire for sons, as well as indications hat this son preference affects both stated intentions for future fertility and fertil-y regulating behaviour of women in the sample.

Table 1. Sex Preferences Sample

Want boys only	15.8%
Want boys and girls both	21.9%
Want girls only	1.5%
Want at least one boy	47.4%
Want at least two boys	11.2%
Up to God	2.0%
Total	100

N = 196

A question was asked to the women in sample about their preferenc concerning the sex of their children. Details of their preferences are given in T ble 1. As many as 15.8 per cent of the women said that they do not want a daughters, while only 1.5 per cent said that they wanted girls only. 47.4 per ce of the women said that they want at least one son while 11.2 per cent of t women wanted at least two boys. While only 2.0 per cent said it is up to God., b many of these had at least one son already.

If a couple have a son they are more willing to control their fertility, ot erwise even if they do not want any more children their social group places pre sure on them to try to have a son. Here is how one woman in my sample describ changes in her attitude about her family size in the desire to have a son (she w eight months pregnant at the time of the interview);

> "I wanted only two children. But I had only daughters. After two daughters we were confused about whether to have another or not. In this process I had four abortions (one after the first daughter and three after the second daughter). Then we tried again but the third one was also a daughter. After her we decided not to have any more but you know, whoever visited my place, felt sorry for me and prayed for me that God would give me a son. Every body gave me the same message: 'why you are not trying again, it is late but not desperate', 'there is no life without a son'. Then I started to think that maybe a son has real importance in our society, which I did not realise until now. Now I can just wish and pray that God gives me a son this time". (Res. No. 84)

Table 2. Reasons for Having Sons

Responses	*% of women*
Source of family income	*29.1*
Inheritance/lineage	*10.2*
Old age security	*36.2*
Daughter's protection	*3.6*
Satisfaction/Happiness	*11.2*
Social status/power	*9.7*
Total	*100*

N = 196

In the present study all the respondents were asked to give at least two advantages of having sons. The question was; "Could you please tell me the most important advantages of having a sons? " The first reasons given in answer to an open-ended question are shown in Table 2. The major reasons given for wanting sons were primarily economic i.e. they were seen as providers of income and security in old age. After this the most important reason was happiness and satisfaction and the continuation of the family name. 9.7 per cent of the women said that sons were a source of power and status while 3.6 per cent said they were important for the protection of their daughters.

After the open ended question I asked them for their general opinion about societal attitudes towards having a son. Table 3 shows the opinion of the sample of women. It shows that 96.4 per cent of the women agreed that a son is important for lineage, only 1.0 per cent disagreed, while 2.6 per cent were uncertain. 93.9 per cent said sons are important to protect and look after daughters, and if they have daughters it is more important to have a son also. 87.8 per cent of the women said they are important for protection and support in old age and almost the same number of women agreed that they are important for reasons of inheritance. 79.6 per cent of the women said that they are a source of income while only 15.3 per cent said they did not agree that sons are source of income while 5.1 per cent were uncertain.

Table 3. Women's Opinions on the Importance of Sons

	Agree (%)	Disagree (%)	Uncertain (%)	Total
A son is a source of protection in old age	87.2	8.2	4.6	100
A son is a symbol of prestige in society	90.8	5.6	3.6	100
Sons inherit parent's property	87.8	7.7	4.6	100
A son is important for lineage	96.4	1.0	2.6	100
A son is a source of income	79.6	15.3	5.1	100
A son is important for the protection of daughters	93.9	3.1	3.1	100

N = 196

In my survey women also expressed their strong concerns and worries about the reputation of their daughters because different moral standards are applied to both the sexes even in today's Pakistan. For example, it is less shameful

for a son to commit an act of adultery but if a daughter is involved in such an act this is considered a permanent stigma on the family's good name. This types of worries also lead towards son preference. Stycos (1955) also found this type of different standard in a study of Puerto Rico. He described the ideas of some of his respondents about the preference for sons:

> "It is better to have boys because we don't have to care for them so much" (1955: 52).
>
> "Boys can defend themselves better and have the opportunity to remain in their own home, while the girl can not".
>
> "Daughters should be kept at home without being permitted to go out like the boys; the boys can run around and go to town as long as they want to even late at night" (ibid., : 47).

Arrangement of proper marriages, dowries, and behaviour of in-laws towards their daughters also enhance the importance of a son over a daughter. It is the wife's family who provide the dowry at the time of marriage, rather than having bride money (mehar) which is common in many other Muslim countries. Even then they must beg the husband's family to be kind to their daughter and must always show humility towards the husband's family no matter how poorly they treat their daughter- in -law. This position is encapsulated in the Punjabi proverb which says, 'if you have a daughter your hair will always be under the feet of somebody else'. Thus the status of a wife's family is always subordinate to the status of the husband's because after marriage how the family treats a newly wedded wife is entirely in the hands of the husband's family. As can be seen this type of behaviour, which creates an institutionalised power relationship based on the gender of a child, also enhances the importance of a son over a daughter:

> "We love daughters more than sons, they are more caring and less demanding but the problem is this; they have to leave our home after marriage. If they have bad husbands or bad in-laws then their suffering hurts us". (Res. No. 129)

Zubada had three daughters. She spent almost 10 years in America after her marriage and belongs to the educated upper class. She described the importance of son as follows:

> "I have three daughters, my husband and I decided not to try again for a son. But now I regret it. You know in these days to find a full

time servant is quite difficult. When my husband is not at home I can not send my daughters even to the corner of the street to buy something. If I had a son he could do these small jobs".

She further stated that,

"You know I do not allow the sons of my relatives or friends to visit my place except for a good cause. When I came from America I never even thought about this, but neighbours used to say that boys come to my place only after my daughters. If I had a son, there would be no need of outsiders to interfere in the family affairs. But now I care about these things because I do not want to spoil my daughter's reputation".(Res. No. 186)

A dowry, and some other social customs are also a major factor in the preference for sons. In some parts of the country, like the Punjab, the dowry is so important and such a heavy economic burden on the girl's family that many girls remain unmarried for longer than is culturally permissible. As the marriage of a daughter is considered to be a religious duty sometimes relatives or another wealthy person may perform this duty by helping the parents to provide the dowry, which decreases the honour of the family. Furthermore, if people have daughters they not only have to provide them with a dowry at the time of marriage but also with many gifts throughout their life time. For example, it is the custom for a woman to go to her father's home for her confinement . For the first confinement, at least, this is almost compulsory and it is considered to be a great humiliation if the girl does not have a paternal home to go to. Usually the expectant mother goes to her parent's home in the seventh month of her pregnancy and returns to her husband's home when the baby is three months old. The new mother's parents bear all the expenditure and must give gifts to the daughter, her husband, her parents in-law, her sister and brother in-laws and for her first child at the time of first child's birth. Besides this, there are numerous other occasions on which, with the permission of her in-laws, a married woman visits her parents' home and stays there with her children. When she returns back to her husband's home, her parents give her gifts as well as gifts for her husband's whole family. There is a common proverb in Punjabi which serves to illustrate the prevailing power of this custom. The proverb says: "khali hath bala jaee dhee na jaee" which means 'a devil should go empty handed from the house but not a daughter'. There are numerous other occasions when a girl's parents have to provide gifts, such as almost a quarter of dowry at the time of a grand daughter's marriage. Some gifts are given at the time of any death which occurs in the daughter in-law's family and all the expenditure at the time of the daughter's death must be paid by her

parents. If the parents are not alive her brothers have to pay for all these ceremonies. If a girl has neither parents nor brother she is to be pitied. When they have sons, parents not only receive all these gifts but sons also help them to fulfil their sisters' responsibilities. With more education some people are trying to drop these customs, but they can only do this in the case of sons, who are the receivers, not in the case of daughters. In my sample 55.1 per cent of the women indicated that they were worried about their daughters' (in-laws) behaviour and dowry. In the case of boys they do not have these types of worries.

A son is also important for old age. People think that after marriage their daughters will go to their in-laws and they will remain all by themselves and there will be nobody who will give them water at the time of death (It is a general custom that when people realise someone is near to death they put some water in the dying person's mouth). People do not expect economic help from their daughters after their marriages because they themselves are dependent on their husbands. And even if they are not economically dependent they have to look after their husband's families. People prefer to live with their sons in old age. If a husband dies first, daughters sometimes look after their mothers, but if a wife dies before her husband then it is a matter of shame for the father to live with daughters. In the present study women were not yet of an age where they needed help from their sons. However, as they were providing help to their aged parents-in-law, they expect support in old age from their sons too. In the present study 53 per cent of the women lived in joint families, and of those who did not live with their in-laws 59.8 per cent visited them very often, and 43.5 per cent also sent them money. As most of the women themselves help their in-laws rather than their own parents they expect this type of economic and physical support from their sons too.

Son is also important for the inheritance of property and family business. In general, the basis of inheritance in all societies is material goods such as land, wealth and personal belongings. The issues around inheritance are very intense and highly complex in Pakistan due to prevailing social customs. Although in theory both religion and law give women many rights pertaining to property the reality is different. Most women usually forgo their inheritance rights in favour of the male members of the family which enhances the importance of having sons.

In some societies the division of property is quite simple. As in Africa, for example, (especially West Africa) where, according to Goody, brothers were often primary heirs and almost invariably residual ones; males inherited from males and females from females but distant males were preferred to closer females. In many Eurasian societies inheritance is associated with the passing of property to

children of both sexes, enabling them to maintain their status in societies (Goody, 1976: 88-9). In India, especially among Hindus, the division of property was always very simple. Each time a man died intestate the property held by him was divided equally among his sons. If he was holding property in common with the brothers then the property of the brothers was first set aside and his share was divided between the sons. Women were not entitled to have property in their own name but things such as clothes, jewels, and gifts given at the time of marriage was supposed to be owned by a woman and she could later pass these things on to her daughters (Karve 1965). Some changes have taken place in Indian inheritance law which now give the right of property inheritance to women also.

In Islam the law of inheritance is not that simple. It includes not only the children as inheritors but wife/husband, parents of the deceased, brothers and sisters, grand children and in some cases distant kindred too. The share of inheritance is different according to each situation. For example some basic divisions are as outlined below:

widow = 1/4 with no child or child of a son.
1/8 with child or child of a son.

widower = 1/2 with no child or child of a son.
1/4 with child or child of a son.

Mother = 1/4 (= 1/3 of 3/4) with no child or child of a son.
1/6 with a child or child of a son.

or

with brothers and sisters.

Father = 1/2 with no child or child of a son.
1/6 with a child or child of a son.

Daughter = 1/2 for one or 2/3 for two or more with no son, with son she becomes residuary, getting half of the share of the son; similarly if more than one son and daughter, each son will get double portion to that of each daughter (Minhas, 1994).

In all these categories the woman gets half the share of a man of parallel degree. This is because Islam has laid all the economic responsibilities of woman

and her family on the shoulders of the man, no matter how economically strong the woman is. However, if people do not have their own children/sons there are many more who can inherit their property. The question then is why do people want their own children, especially sons, to inherit their property?

Though the importance of having an heir for the familial property is mentioned in some previous studies (Engels, 1972, Gittins, 1985), the extent of the problem of heirlessness is rarely understood. Theoretically, in Pakistan women receive property from their fathers, husbands, sons and in certain situations from brothers too. But in practice many local and non Islamic customs and traditions have deprived her of her Islamic right and privileges. Through family pressures women are expected to surrender their share in their inheritance in favour of male family members. In return they have a better relationship with brothers, who will open their parent's house for them even after the death of the parents. By surrendering their inheritance rights they also enjoy a better relationship with their sons and have the security of being looked after in their old age.

In the situation where people have a big estate the problem is the continuity of both the family estate and social position that both depend to a significant degree on the ownership of property. As daughters leave their parent's house after marriage and become a part of another family it is considered that if a share is given to the daughter then it will change the social position of the in-law's family and not their own. If the family has sons the parents try to give the daughter her share during their own lifetime, either in terms of money or land, in order to preserve the rest of the inheritance for their sons. If they have no son they do not consider that whatever they earn during their lifetime they will be leaving to their daughter, who is part of their family, but rather that they will be leaving it to another family. This is because after marriage, even if their daughter gets her share it goes directly under her husband's or father-in-laws' control. To avoid this division, marriages have been mostly arranged between cousins, specially for the daughters of wealthy land owners and the widow usually surrenders her right in favour of a son. In the case of a woman's death her parents rarely take their share from their daughter's property but usually give it to the daughter's husband or son. If she does not have a son then her property will pass to her daughter. If a male dies when his parents are alive and they were living with that son they usually give their share to his sons, but if the deceased did not have a son then they prefer to retain that share themselves. For the better-off a potential division may be problematic, especially when they do not have male a heir for whom all the women and parents of the deceased willingly agree to surrender any claims they might have: for the poor such divisions are often disastrous.

As most of the people in Pakistan live below the poverty line. It is the case that with very little property and a large number of children poor people usually end up having a very small portion of the family property anyway. This is made even worse by the prevailing customs which are very complicated. The following example may help explain this complex situation.

Let us suppose that a man dies without children. His widow gets only 25 per cent of his property while his parents get 75 per cent. If, however, he dies leaving behind him a widow, two parents and two daughters, the division of property will be like this: 12.5 per cent of his total property will go to his wife, 29.2 per cent will go to his mother and father and 58.3 per cent will be distributed among his daughters. In this way the widow ends up with only 12.5 per cent and she most likely suffers the most in this process of property division. If the man's family has only one average size house (two rooms, a kitchen and courtyard) then the share which his widow will get is not enough to even give her shelter. Cultural norms do not permit her to live with her daughters so she will end up with her parents or brother or have to live out her life in miserable conditions. Let us suppose that the man who died had one daughter and one son instead of two daughters, then his daughter will get 19.4 per cent and the son will get 38.9 per cent of his father's property - that is if the division is a fair one. In this case the widow and her son will get about 50 per cent which is a half house and they will not have to worry about how and where they can live.

Because of the reasons I have given above, most of the time when a man has his own son his parents do not claim their property right and daughters also surrender their share in favour of the brother. Meanwhile the son or sons continue to live in the same house until one or the other will be able to buy a new house. The widow, lives with her son/sons, rightfully as she sees it and with pride. Data in Table 2 shows that 10.2 per cent of the women reported their first reason for having a son as the inheritance of property and Table 3 shows that 87.8 per cent of the women in the sample agreed that son's should inherit their parent's property.

People also want sons, to continue their business. The well established business community wants to retain its position of monopoly and its members do not want to share their business secrets with each other. They feel that if they have more sons they can control the market in a better manner, as some of women pointed out:

"if you have more sons to share the business with their father there is no need to employ any outsider and to share the business secret." (Res. No. 170)

"My husband has four brothers and they are working with my father-in-law, one of them had a degree in income tax-law, another did his masters in marketing, my husband is a charted accountant and the fourth one was not good in studies but he is really good in public dealing. Due to this team they do not want any advice from outside and they can control their business in a better way." (Res. No. 184)

Having a son is even more important for those people who run a small scale business. Sons can provide free help in the business after school time. And in the case of a father's death or any other emergency he can take over the responsibilities even at a young age. In Pakistan very few women run the business and even then they have some male support. Running shops by the women is not common except in the garment industry in some big cities. In case of an emergency in the family the son can run the family business and earn some money to help feed the rest of the family, even at the age of six or seven. Though in such situations women usually provide organisational support in the background, it is the son who is on the front line and who deals with the public. If people do not have a son then in the case of a really bad situation they either have to rely on their other relatives, without questioning their integrity or capabilities, or they have to sell the business. This situation is even worse when a man dies without a son, leaving daughters who must be cared for by the widow who must look after the daughters, protect their reputation and arrange their dowry. She must also rely on relatives for economic support.

Conclusion

This study has indicated strong evidence of son preference in Pakistani society. Most of the women desired to have at least two sons but at the same time they do not want only sons most want at least one living child of each sex. However, they prefer sons to daughters because of their cultural and various roles that sons play in their family life. Family size preference and the decision to practice contraception are both affected by son preference- that is , the desire to have at least one living son. Hence, it is clear from this study that there are multiple layers and cultural realities which still need to be explore for the importance of having sons in Pakistani society.

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PAKISTAN JOURNAL OF DISTANCE EDUCATION

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Female Primary Education in Pakistan: Problems and Proposals

By

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&
Sultana Solangi**

Introduction

During various proceedings of the education commission, national and provincial conferences on education and in private as well as public meetings, dissatisfaction over Pakistan's Educational system has been identified and particularly the need for expanding and focusing greater attention on female education is stressed.

The article depicts the actual situation prevailing in the institutions through different tables and descriptive statements of different headmistresses, teachers and parents.

First Conference on Education

The first conference on Education held at Karachi in November 1947 passed 24 (twenty four) resolutions for improving female education. Important among those are the following:

- ★ More educational facilities in the form of scholarships, properly equipped boarding houses and conveyances be provided for female students.

- ★ Fifty percent of amount allocated for adult education be spent on adult literacy centres of women.

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★ Government should grant liberal stipends and scholarships for girls desiring to take up courses and subjects like nursing, handicrafts, radio engineering etc. and thereby to encourage educational training among women.[1]

Education Commission 1959

The commission on National Education in 1959 stressed that the foundation of education for women should be firmly consolidated and the faculties for girls education be in every respect equal to those available for boys. Further, it was recommended by the Education Commission that curriculum for classes VI to VIII should include special subjects such as elementary home-craft, tailoring, needle work, weaving, cookery and child care for girls. For IX and X classes they were allowed to join either Secondary Schools or Vocational Training Institutions for their future career.[2]

Further high priority was to be given for the opening of Departments of Home Economics in the Girls Colleges and Universities.

Education Policy 1972

New education policy proclaimed in 1972, also reaffirmed the girl's education and stressed upon the excess of funds as well as the provision of special facilities for women throughout the country in general and in rural areas in particular.[3]

National Education Policy 1979

In the National Education Policy of 1979, it was admitted that the progress in female education is discouraging and for the enhancement of the same the following proposals were announced:

* Foundations should be laid down to achieve universal primary education among females by 1992 and the major stress was made on the improvement of facilities for teaching of Science and Introduction of Home Economics Subjects.[4]

* Secondary education should be expanded by increasing scholarships and loans provided for females at all levels of education.[5]

Importance of the Topic

It is obvious that various commissions, reports and policies have repeatedly stressed over the need to provide special emphasis and assistance on female education but still the results observed in the youth are not satisfactory. Thus an attempt has been made in this research article to review the progress, trend, system of education and examine what measures should be adopted to improve and increase the ratio of female education.

Further, the topic being very vast is restricted by the researchers upto primary school level as a first phase and the study has been limited upto Hyderabad Region of the Province of Sindh, due to limited sources of the researchers.

Method and Procedure Applied

Since the research article deals with the different aspects and problems related to female education, the researchers have adopted the following strategies:

i. Interviews with some of the headmistresses, teachers, students and parents.

ii. Personal observations which include the actual visits to some of the schools in the various areas of Hyderabad Region.

iii. Study of the reports available and statistical data received from different sources.

Primary Education in Hyderabad Region

Though at the time of independence Pakistan was facing serious political as well as economical problems but again it has been observed that there was progressive increase in the number of female primary schools and their enrolment. (Table-I and Table-II).

Table-I Number of Primary Schools in Hyderabad Region

Year	Total	Female	Percentage
1980	7763	1134	14.6%
1985	11090	1620	14.6%
1990	14572	2077	14.2%
1995	18103	2589	14.3%

Source: Directorate of Primary School Education, Hyderabad (Sindh).

Table-II Enrolment of Students in Primary Schools

Session	Male Students	Female Students	Percentage
1980-81	691765	181934	26.3%
1985-86	867552	278484	32.1%
1990-91	1044604	330094	31.6%
1995-96	1305755	420453	32.2%

Source: Directorate of Primary School Education, Hyderabad (Sindh).

From the above data it can very easily be imagined that still there is a large gap lying in male and female participation i.e. the number of female schools in comparison to male schools is just 14% (fourteen percent) whereas the ratio of enrolment is 32% (thirty-two percent). Most countries in Asian region, such as Sri Lanka, Bangladesh, Iran, India etc. have worked hard in increasing the female enrolment in their educational institutions. As such the enrolment of girls in India in primary school level (age 5 + to 9+) has become 66.2% which was 24.0% in 1950-51. Thus Pakistan is quantitatively far behind than other countries. Hyderabad Region, being the part of the country, also bears the same conditions of literacy.

Despite progress made in the enrolment and number of primary schools since independence, the literacy rate in the country among the women is still very low as shown in the Table-III.

Table-III Literacy Rate in the Provinces (For Female Only)

Sr.No.	Province	Rate in Percentage
1.	Punjab	14.4%
2.	Sindh	19.1%
3.	N.W.F.P	04.9%
4.	Baluchistan	02.9%

Source: National Census Report 1981.[6]

Again the comparison of Urban/Rural literacy rate shows a sharp contrast as presented in Table-IV. The figures are presented for the years available.

Table-IV Female Literacy Rate in Pakistan and Provinces

(In Percentage)

Area	Pakistan	Punjab	Sindh	N.W.F.P	Baluchistan
Urban	33.7%	33.2%	38.3%	18.8%	14.3%
Rural	05.5%	07.4%	03.4%	02.5%	00.8%

Source: National Census Report 1981.[7]

Further it has been observed that the low enrolment of female primary education is not only the problem, but heavy dropout is also an hindrance in the way. (Table-V)

Table-V Class-wise Female Enrolment in Primary Schools

Class	1980-81	1985-86	1990-91	1995-96
I	69933	106660	123456	155988
II	37334	55140	64699	81569
III	29685	46785	55126	69795
IV	23775	39545	48523	61386
V	21307	30335	38290	51716

Source: Directorate of Primary School Education, Hyderabad (Sindh).

From the Table-V is obvious that out of 100 girls enrolled in class 1, only 37 reached to class V. The rest of the girls either left or failed to reach class V. This reflect a huge wastage of financial as well as human resources.

Causes of Dropout

Various causes for poor enrolment and high dropout rate among females at this stage are reported by different authorities which include:

* Inadequate financial allocation
* Rapid increase in population
* Conservative attitude of the parents[8]

An equally important factor is the lack of facilities such as class rooms, furniture, equipments, instructional material and, sometimes, teachers. In most of the rural areas the major problem is that the girl students have to walk for a long distance to reach the school and there is single teacher teaching all the classes. Curriculum also fails to fulfil the needs of the rural community which constituted the majority of the region.

Further, the early marriage system illiteracy among the parents, harsh attitude of teachers, poverty, lack of research and planning, the demand for having separate schools for girls, inadequately trained and poorly paid teachers etc. have also been identified as the factors contributing towards the low rate of enrolment and the high dropout which has become a serious problem.[9] Though the primary education has been announced free by the Government, but still the expenses on uniform, text books, stationary etc. are covered up by the parents.[10]

However it is determined that female primary education is very important stage without which illiteracy from the country can not be eradicated.

Another unfavourable aspect is the absenteeism among teachers, particularly in rural areas. Housing and transport facilities are the real problem in the rural areas whereas the house rent allowance in rural areas is also not at par with urban areas. The above reasons are the major causes for absenteeism among the female teachers serving particularly in the rural areas.

The education system in the rural areas is also restricted by the pattern of population. It is estimated that about 20% of the people in rural areas are living in the group of less than 300 persons together. Thus, under the existing separate girls schools in the above areas, only special programmes such as adult education, mosque schools with lowered qualified local lady teachers can solve to some extent the existing problems.[11]

Conclusion

As the formal educational system, due to several reasons has failed to attract the large number of girls, the only alternative is to restrict the number of dropout by launching mass literacy campaigns. Certain literacy projects were launched to reduce the dropout rate, but failed due to following reasons:

- ✧ Projects were launched on the experiences of other countries, overlooking the geographic, socio-economic and cultural conditions of the society and problems of the teachers.
- ✧ Adult women are found usually hesitant to join adult education programmes and feel no need for literacy in their lives.
- ✧ The local rural community impart little interest in such programmes.
- ✧ Usually there is shortage of need oriented instructional material.

- ✧ There is lack of proper supervision and co-ordination network among different organizations.

- ✧ Non-government organizations such as social welfare associations are found dormant in upgrading the ratio of female education.

- ✧ Material produced does not attract the learners.

- ✧ The potential of mass media such as radio and television has not yet been properly utilized for literacy programmes.

Repeated failure of the female primary education in the Hyderabad region has increased the need to exercise certain immediate measures to increase literacy and decrease the dropout rate. In this regard, the following proposals are suggested.

Suggestions

- ✧ Survey should be conducted after every five years, as it is performed in India, to provide information on important variables such as availability of schooling facilities for girls in rural as well as in urban areas, number of girls in schools, condition of school buildings, availability of water, library and laboratory facilities.

- ✧ To launch motivational programmes through mass media such as radio, television and newspapers etc. to encourage parents to educate their females.

- ✧ More schools should be opened for girls, specially in rural areas.

- ✧ For girls who attend their classes regularly, scholarships (attendance scholarships) are granted by the Indian government for primary schools. Such scholarships or other monitory benefit should also be provided in our country for girls, to minimize the dropout rate. Similarly, some of the *Zakat* collection should also be spent on primary institutions.

- ✧ Local bodies and individuals should be encouraged to set up girl primary schools in the rural areas, get reasonable share from feudals of the area and hold the responsibility of schooling facilities, maintenance and supervision. The same had already been suggested in National Education Policy 1979 (but unfortunately not implemented).

- ✧ Curricula at the primary stage for rural girls needs to be need oriented.
- ✧ Each *tehsil* should have a model primary school for girls.
- ✧ More mosque should be engaged for educational purposes.
- ✧ A system of competition should be devised among the different primary schools of the area to motivate teachers as well as students.
- ✧ Residence for female teachers should be provided near to their schools (as recommended in National Education Policy 1979).
- ✧ At least two female teachers may be appointed for every hundred girls students in primary schools of rural areas.
- ✧ Teachers at primary level don't feel accountable for the duty. This can be improved by surprise visits and proper supervision by the authorities.
- ✧ As for as possible, female teachers should be posted nearest to their home towns.
- ✧ Physical training be made compulsory in primary schools and each school must have its own ground.

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Validity Test of the Assessment Techniques of Higher Education at Distance Mode

By

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Quality of education is the most important consideration in the distance learning mode which is essentially associated with educational assessment technique. This paper suggests an important validity test of educational assessment techniques and focuses on how to evaluate educational interaction between student and teacher at distance education system.

Editor

1. Introduction

In the middle of the 20th century learning through correspondence, text and telecommunication technology came into being. Perraton (1982) defined distance education as "an educational process in which a significant production of the teaching is conducted by someone sitting in a remote place and having different time from the learners." So distance education is not a way of replacing teachers, but rather a means to support them with high quality materials.

Distance education is viewed as a continuous education system. The establishment of distance education has been partly responsible for the increasing awareness of instructional design in the academic study. Instructional design has been forthcoming in documenting way of improving instructions. Meacham (1989) addressed that instructional design is not a discrete form of knowledge with distinctive concepts and methodologies but an assimilation of knowledge from various disciplines gathered for a common purpose. On the other hand, Rogolf (1987) stated that instructional design is a system of process of designing an instructional solution to an educational and training problem. It requires identifying causes of the problem, determining instructional objectives and recommending or designing instructional materials.

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A frequent criticism of distance education has been that it is a packaged programme to education, underpinned by a behaviourist model of teaching and learning (Harris, 1987; Winn 1990). "The desirability of encouraging student to be more autonomous and self-critical by requiring them to self-evaluate their efforts at search on student ratings of courses had identified several common dimensions or groups of items that can be evaluated (Aleanoni and Yimer 1973; Renner and Greenwood 1985). For course appraisal, the two most common dimensions for evaluation appearing in the majority of instruments devised are: organization of course and its structure, and even workload and difficulty. Other categories include marking examination and assignment, the learning value of a course, the breadth of converge, some impact of the course on students and the global or overall effectiveness of the course. Not all rating instruments incorporate all the evaluation criteria, but the majority include evaluations of organization and work load. Adelman and Alexander (1982) examined the usefulness of workload rating, finding them to be much more satisfactory than the other internal group based techniques that tend to be affected by group biases. Rather than describing individual categories and questions at length, however, it is simple to present typical categories and items drawn from an examination of existing questions. Bangladesh Open University has been very careful in this aspect from the beginning. In this paper, we have constructed a new method of validity test of educational assessment techniques in distance mode and have tried to justify the method with an example based on examination system of Bangladesh Open University.

2. Materials and Methods

Instructional design at distance education

Instructional design primarily focuses on how learners are instructed with and how they encode different instructional materials. It is concerned with the structural properties of these materials and how these instructional properties can facilitate memorization, retrieval, transfer and learning.

Function of the instructional design

The instructor of the teaching-learning system at distance education is different from on-campus systems. In distance education system, students begin with pre-prepared learning materials such as text books specially written by course experts, Audio-Video cassettes, Radio and TV programmes. Students may never

meet the teachers who developed the courses, may seldom meet any tutor at tutorial centre.

Furthermore, they may never meet other students. Thus, in distance education system, the structured course materials are the main basis of learning to a student and from these materials the student is expected to learn on his own. For this, the structured materials are often called self-teaching materials or self-instructional materials. The student is required to read text books, to write assignments, to witness television programmes, to listen to radio programmes or audio cassettes. Since neither tutors nor other students may be around the learner to give him help, encouragement and guidance to what he is trying to learn, the self-teaching materials not merely to teach himself but also to tell himself whether he is learning. Therefore, self-teaching materials often incorporate review questions, exercise and activities to help the learner check his development of understanding the things he goes to learn. So, the relationship between teaching and learning strongly depends on the interaction between the teaching materials and the student which can be portrayed as below:

The four situations that may follow are:

1. $T \cap S = T \cap L \Rightarrow$ Student would be a good learner, the interaction between teaching materials and student is present.

2. $T \cap S = O \Rightarrow$ Student would be absent from learning; there is no interaction between teaching materials and student.

3. $T \cap S \geq T \cap L \Rightarrow$ Student would be fairly learning.

4. $T \cap S \leq T \cap L \Rightarrow$ Student would be excellent learner.

In the above diagram, it is revealed that the teaching materials and student is related by a functional form as given below:

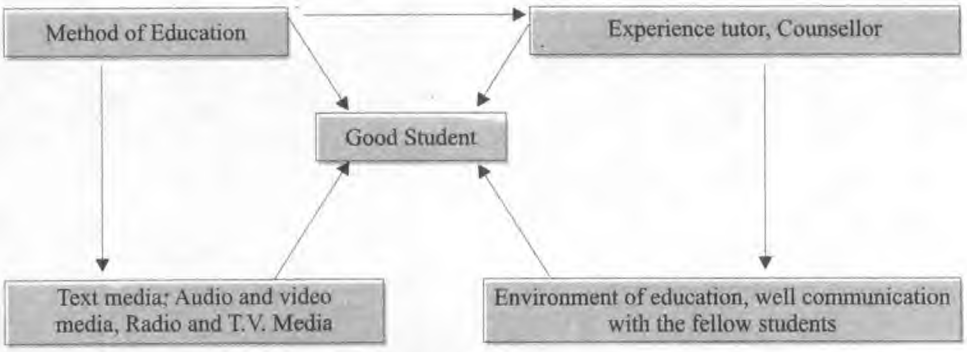


Fig: Teaching-learning structure

So, the teaching-learning structure includes a minute whereby students can guess their own progress. In addition, it needs to find a means of retaining the students' interest in continuing with the course. Distance students may easily become discouraged especially when they are aware of all the things they have to do timely having insufficient text materials, audio-video cassettes, Radio and TV programmes, no tutor to help solve problems and no fellow students to discuss difficult topics.

Assessment

Assessment is an essential part of the teaching-learning process. Test, examination and assignment play an important role in any course of instruction. "Assessment is an attempt to get to know about the student and find out the nature and quality of his learning his strength and weakness, or his interests and avarious, or his style of learning (Rounder, 1981)".

Assessment techniques

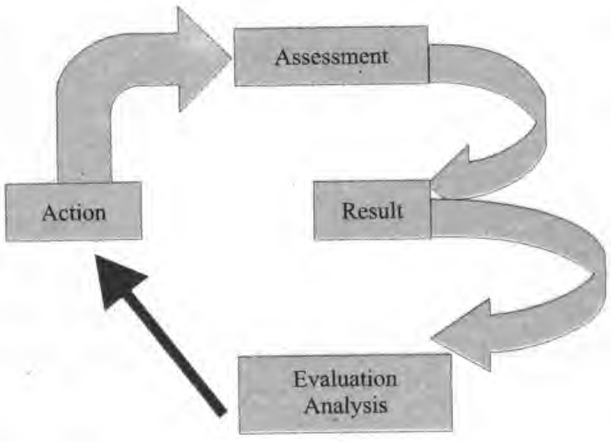
The major purpose of assessment is to determine whether the student could meet the educational needs. All important areas of student's performance must be studied through assessment. Some well-known assessment techniques are continuous assessment, end-of-course assessment, intermittent assessment, cumulative assessment etc. Open universities mainly use the combination of con-

tinuous assessment and end-of-course assessment. Continuous assessment and end-of-course assessments are explained as under:

1. Continuous assessment of Work done during Course	2. End-of-course assessment of Work done during Course	3. End-of-Course assessment of Work done at end of Course

In 1. As the student goes through the course, his works are continuously assessed and the student can know how much each piece of his work is contributing to his final result. In 2. The student may get some source ideas about the quality of his work during the course period from the comments of his tutor, but he can not know how much his work done during the course period is exactly contributing to his final result. In 3. Only the student's work done at the end of the course period is assessed.

Assessment of education can be analysed as under:



Assessment tools are technically adopted and administered by trained professionals. No student may be placed in special education without a comprehensive assessment that includes evaluation of his or her educational needs.

Assessment tools

There are several sources of guidance in the selection of assessment tools in addition to legal requirements. A more usable source is Standards for Educational and Psychological Test (1994) approved by a joint committee of the American Psychological Association, the American Educational Research Association and the National Council on Measurement in Education. They considered three phenomena in selecting assessment tools which are: Reliability, Validity and Test.

On the other hand, there are four measurement scales of education as under:

a. Nominal: A nominal scale is devised into categories. In nominal measurements, no values are assigned to categories, categories are simply different from each other because it is impossible to add, subtract, multiply and divide.
b. Ordinal: Persons or other subjects of study are placed in sequence in an ordinal scales.
c. Interval: In interval scales, there are equal intervals between the units of measurement and the scales begins from arbitrary starting points.
d. Ratio: A ratio scale begins with a true zero and equal interval between units of measurement.

Statistical tools of educational assessment

Statistical tools are very useful to assess education. Two types of measurement tools used widely to education are;

1. Criteria Reference
2. Norm Reference

Criteria reference: Assessment in which the student's work is measured against some absolute standard is often described as criterion reference test.

Norm reference: The norm-reference test approaches to standards may be justified for national examination involving very large number of students; because it is quite likely that the spread of ability among the candidates will not differ greatly from year to year. However, another type of measurement test named self-reference approach which basically introduces weighting with some particular component to measure student's work. Now we will concentrate on the validity test of the educational measurement techniques. In this paper, we have proposed a new technique of validity test.

3. Proposed Validity Test

In our proposed method of validity test, two or more sets of grades being very different in their average or in their variability have been considered. So, two statistical tools such as arithmetic mean and standard deviation would be used in the test.

The arithmetic mean can be shown as:

$$\xi = \frac{\sum_{I=1}^{N} xi}{N}$$

ξ = arithmetic mean
Xi= any grade
N = the number of students and the standard deviation denoted as S.D. and defined as

$$S.D._{(x)} = \sqrt{\frac{\sum_{i=1}^{N} (xi-\xi)^2}{N}} = \sqrt{\frac{\sum_{I=1}^{N} xi^2}{N} - \left(\frac{\sum_{1=1}^{N} xi}{N}\right)^2}$$

Finally, a graphical line would be drawn in the following way:

i. X-axis contains end-of-course examination marks and Y-axis continuous assessment, i.e. assignment marks (CA).

ii. At least three points such as P, Q and R would be plotted on the graph..

Where
P = The point derived by plotting the exam mean against CA mean.
Q = The point derived by plotting the exam mean plus corresponding S.D against the CA mean plus corresponding S.D.
R = The point derived by plotting the exam means plus 2S.D against the CA mean plus 2S.D.

iii. Join the points P, Q and R with a line as in figure s.a.

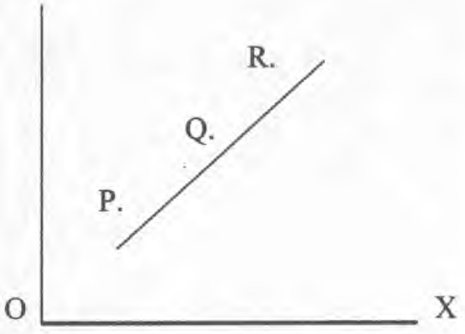


Fig: 3.a

If the PQR line is a straight line, then we can say that the assessment technique is justified. Otherwise, the assessment technique is not justified.

Numerical Example

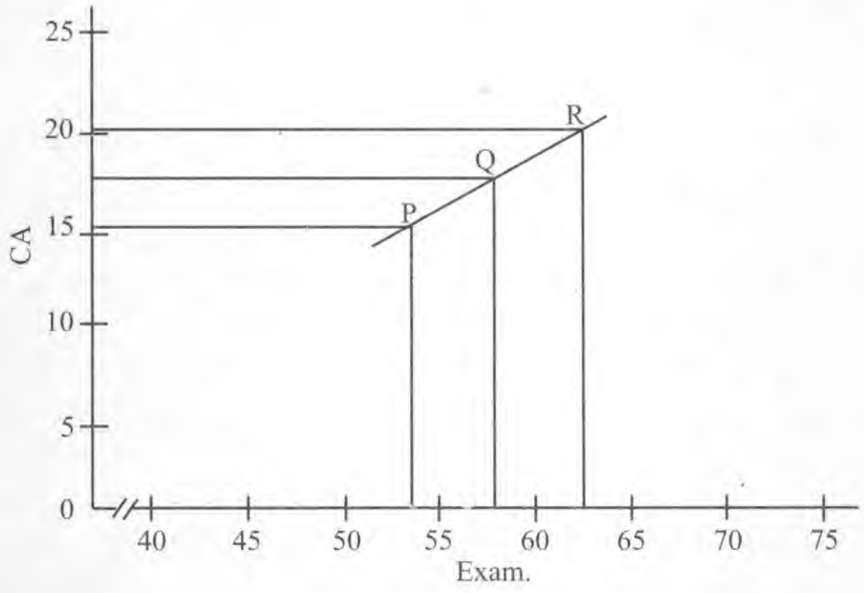
Bangladesh Open University (BOU) has already conducted Graduate Diploma in Management Examination. A group of students (R.R.C, Dhaka), selected randomly, obtained the following marks in continuous assessment (CA), i.e., TMA and final examination in MGC/MGF 1001 course in January-June semesters, 1995.

Students ID	CA (Out of 20)	Exam. (out of 80)	Total
95131160003	18.5	54	72.5
95131160007	15.4	53	64.4
95131160009	14.0	55	69.0
95131160012	12.0	47	59.0
95131160014	16.0	59	75.0

The mean and SD of the CA marks and exam. marks are as follows:

	Mean	SD	Mean + SD	Mean + 2 SD
CA	15.18	2.41	17.59	20.00
Exam	53.6	4.33	57.93	62.26

Now, putting the information of the above table on graph we get the following diagram:



In the above diagram, we see that PQR is a straight line. So, according to our proposed technique of validity test, the assessment of the students' works is perfectly justified.

4. Conclusion

To make comment on the validity of educational assessment technique is a very difficult task. We have just tried to add something special to make that difficult task easy.

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An Information Processing Model and Students Learning Improvement

By

Dr. Tanvir-uz-Zaman*

Introduction

Cognition improvement in the educational setting of physics laboratory is explored. The proposed model attempt to account for cognition change brought about experimentally.

Much of the students, behaviour in laboratories is that of recipe following they gain hand skills, but it is too possible to follow mindlessly the instructions in a manual.

The student will have to cope with many type of learning stimuli that may lead to a state of working memory overload. So, it is not surprising that the attempts made to measure the learning outcomes from practical work have produced disappointing results. This article is based on a preliminary evaluation of the effectiveness of changes made to the undergraduate Physics-II laboratory course at UK, Glasgow University. The psychological background guiding our thinking throughout has been derived from information processing theory. This theory attempts to identify what happens during the acquisition, storage and retrieval stages of learning.[3]

Predictive Model of Learning Science

A model was presented at the centre for science education, Glasgow University, UK[4] which represents the thinking process according to the information processing theory.

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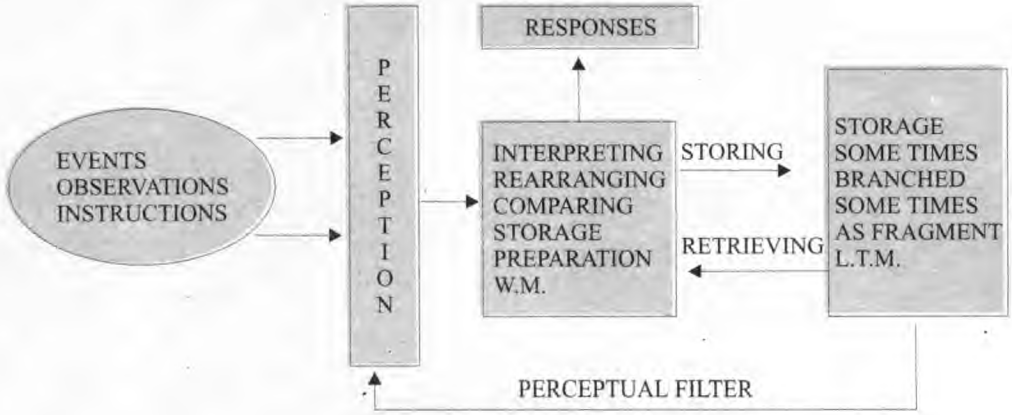


Perception Filter

It is an active process which uses previous knowledge to interpret the sensory information, such as events, observations and instructions etc. All kind of information initially come through the perception filter. Johnstone, Sleet and Viana (1994)[5], explain that in the physical situation of laboratory there is much more information to be processed than it is necessary. For a *NOVICE* all informations are potentially relevant, while for the *expert* only a limited part of it is important. How is the novice to know the difference between *signal* and *noise*? The expert knows because the information is selected in the light of what is already held in the long term memory, as previous experiences. "The precise filtration process is available to the expert but not to novice".

Working Memory

According to the predictive model, the information selected through the perceptive filter is then transferred to the working memory. Johnstone (1984),[6] stages, "it is that part of the brain where we hold information, work upon it, organise it, and shape it before storing it in the long term memory for further use". Baddeley and Hitch, (1977)[7] and Johnstone (1988),[8] agreed that working on a function involves the conversion of new material selected through perception into a comfortable form for storage. The process involves inter-prating, comparing, storage preparation and interrelation of new information with material already held in the long term memory.

The working memory space is treated as a shared space where information from external sources was allowed to interact with information from long term memory, to produce understanding which could be further used or stored. According to Baddeley (1986)[9], because the space holding and operating is limited, it is possible to overload this part of the mind and cause discomfort and confusion. It is unpleasant and exhausting to work at the limit for more than short period and most people work well below this limit.

Long Term Memory

According to Johnstone (1994)[10], "Storage is most efficient, from retrieval point of view, if the new knowledge is linked to existing material in long term memory to form a branched network which can be accessed in several ways". Long term memory has its link with perceptive filter system and working memory space. It is a large store where facts are kept, concepts developed and attitudes formed.

Most of the hypotheses suggest that information which enter the long term memory does not decay but tend to be kept permanently. It is believed that the storage of a *chunk* of information in the long term memory takes longer than the retrieval of it, which means that one may retrieve more quickly many chunks from long term memory. Hence to me "Learning is a flow of information from perception filter to working memory, where it is encoded and then further movement takes place in the from of chunks to store in long term memory and becomes available for further use".

Research Design

Duration of Experimental Survey: The experimental survey was continued over a period of two years into two phases (Phase-I, 1994-95 and Phase-II, 1995-96) comprised in four semesters.

Sample: During phase-I, ninety five, undergraduates, Physics-II laboratory students were the sample for this study and during phase-II, eighty five undergraduate physics-II laboratory students were the sample for this study at UK Glasgow University.

Content of Study: For the present study four experiments were selected from the second year syllabus of Physics-II lab that is:

1) Resonance
2) Lasers,
2) X-rays
4) Michelson Interferometer

During Phase-I written instructions were presented in the lab, manual were revised for the selected experiments, pre-labs were developed and the post-labs were introduced.

During Phase-II, in addition to the lab manual and pre-labs, the Post-labs were used in its meaningful sense (the post-labs were there to take the new learning and help student to link it correctly on to the existing knowledge) to measure the student's understanding, to Physics-II lab work in the light of predictive model of learning science, which was discussed earlier.

Time Table: As per laboratory capacity, one hundred students came in five groups, once per a week for three hours. Six sets of equipments for each experiment were set up so that up to six students could perform the same experiment simultaneously. Each student in the conventional approach was expected to do some preparatory before he came to the lab. He was then allowed six hours in the lab to complete the practical work, taking two weeks in all. On the following week, the students were expected to have the experiment written up and ready for marking. Each experiment had a demonstrator to help the students.

The presentation of pre-lab sheets was arranged in such a way that each student did half of his experiment with pre-lab and half of his experiments without pre-lab, that is out of four experiments each student performed two experiments with pre-lab and two experiments without pre-lab i.e. in addition to the lab manual, they were required to go through the pre-lab sheet for half of their experiments. They were also informed that there would be a random selection of experiments for each student, and each student would be given an equal chance to do his/her experiment with pre-lab (N) and without pre-lab (O) method.

Pre-labs: The importance of previous knowledge in the learning process has been stressed. This is intended to avoid "cook book" or "recipe following". According to our model, for a novice, all of the information in a laboratory is potentially important and relevant, while for the expert, only a limited part of this is important and relevant, because of the precise filter available to him. Hence the pre-lab sheets were developed for the experiments under the headings (a) what should I know before I begin? (b) What does it do? © How does it work? (d) What will it measure? (e) What do it do?

The aim of the pre-labs was to prepare students to take an intelligent interest in the experiment by knowing where they were going, why they were going there and how they were going to get there. One week before the start of each ex-

periment, pre-lab sheets were supplied to the students. On the top of each pre-lab sheet it was mentioned that preparatory work for this experiment should be done before you come to the lab. Your demonstrator will check that this has been done.

Post-labs: The post labs were introduced in this study to allow students to re-explore what they had learned in the laboratory and use to solve some relevant practical problems. It was hoped that by attempting and succeeding in the post-lab work, they would lay down richer and better interlined material in long term memory, i.e. meaningful learning [12,13]. Post-labs give students the opportunity to plan and design their own strategy and draw conclusions from experimental results, think independently and develop skills in solving problems presented in the post-lab sheets. Post-lab problems were chosen from every day life, to develop student's interest in physics, to engage them more and relate the subject to their own experiences, which can help them to develop a better understanding of the subject (experiments). Each post-lab used in this study, had at least seven items associated with the experiment. These items extended over Bloom's cognitive domain and covered the application of knowledge in familiar and unfamiliar ways up to the analysis and synthesis levels of performance. The post-lab was to be done within one week of the completion of each experiment and before the start of next experiment. This procedure was followed throughout the two phases.

Results and Discussion

The students' understanding of the experiments was analyzed on the basis of students' lab performance (demonstrators' assessment) and the post-lab performance. To determine the significant difference between with and without pre-lab mean scores, t-test was used.

Lab Performance: It was the duty of the demonstrators to assess the students' Laboratory performance as a whole including different aspects such as writing; skill in handling the apparatus, calculating and writing the results etc. against the set criteria. A maximum of ten marks awarded for each experiment.

The mean scores made by the whole sample, with pre-lab (N) and without pre-lab (O) procedure employed for this study have been analyzed and are presented here in the following table:

Table 1 **Mean Score-Lab Performance (Phase-I)**

Experiments	M. Interferometer	Resonance	X-rays	Lasers
With Pre-lab(N)	6.51	6.33	6.65	6.14
Without Pre-lab(o)	5.98	6.30	6.36	5.50

Table-2 **Mean Score Pre-Lab Performance (Phase-II)**

Experiments	M. Interferometer	Resonance	X-rays	Lasers
With Pre-lab(N)	7.99	7.97	7,57	7.84
Without Pre-lab(o)	7.50	7.09	6.36	7.80

The T-test was applied on the above cited tables at 5% level of significance. The calculated value for Michelson Interferomter is found 2.01 which is greater then the tabulated value with the degree of freedom 63, Resonance = 2.61 > T.V with the degree of freedom 60, X-rays = 3.54 > T.V with degree of freedom 60 and the Lasers = 0.00 < T.V with degree of freedom 64.

The above calculated values indicated that, there is significant difference between with pre-lab and without pre-lab mean scores of the experiments Michelson Interferometer, Resonance, and X-rays. The t-test calculated value of Lasers experiment showed no change. This indicated that with pre-lab (N), students' understanding is improved significantly compared with that of without the pre-lab work (O). This was measured on scores marked by the demonstrators.

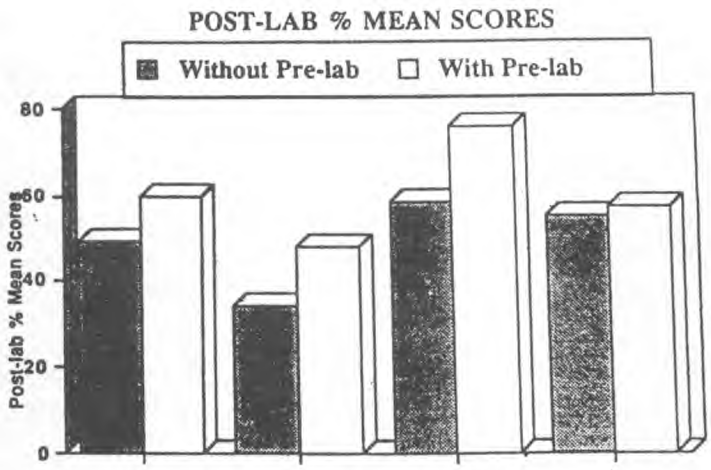
Post-Lab Performance: Post-lab performance was analyzed. Again the t-test was used to determine the significance of any difference between the two mean scores and the results are shown in the following table.

Table 3 **%Mean Score, Post-Lab Performance (Phase-I)**

Experiments	M. Interferometer	Resonance	X-rays	Lasers
With Pre-lab(N)	-59.70	-47.97	-57.43	-75.98
Without Pre-lab(o)	-49.32	-33.89	-55.24	-58.48
T-test at 5% LOG	4.05>T.V	2.73>T.V	.54>T.V	4.66>T.V
Degree of Freedom	df=71	df=71	df=72	df=73

The t-test in the above table indicated that except for the experiment of X-rays, all the calculated t-values are greater than the tabulated values, hence there is a significant difference between with pre-lab (N) and without pre-lab (O) mean scores. The students' understanding of physics practical work was improved when they performed their experiments Michelson Interferometer, Lasers and Resonance with pre-lab (N).

Results in the table also indicated that the post-lab percentage-mean scores with pre-lab are better than those without pre-lab in all the cases. It is evident from this that pre-lab helped the students to improve their understanding of practical work, which may support what was predicted by the model of learning science. From the mean scores in the table-3, a histogram is presented here, which gives a clear picture of the difference, in favour of pre-lab.



It is apparent from above columns that the scores made by the students in their post-lab work while they perform the experiments with pre-lab are better than that of the experiments performed without pre-lab.

Conclusion

The result which emerged from the study of the Pre and the Post-lab work tend to confirm that pre-lab helped the students to improve their understanding to physics-II practical work.

There was a large improvement in the performance in the post-lab work when the students used pre-lab sheets before they start the experiment.

The study suggests that similar experiments should be done at the lower and upper levels.

It is an invitation of rethinking to the curriculum planners while developing the curriculum at different levels.

The teachers, particularly in Pakistan are suggested to consider the predictive model of learning, during their teaching learning process.

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PAKISTAN JOURNAL OF DISTANCE EDUCATION

ALLAMA IQBAL OPEN UNIVERSITY

Volume: XV Special Edition Year: 1998

Trends of Enrolment in Allama Iqbal Open University's B.Ed. Programme 1989-92

By

Mamoonah Yasmeen*

Abstract: *The study examined, determined and analysed the enrolment of AIOU B.Ed from 1989 to 1992. The study was designed to (a) compare distribution of enrolment of various provinces with each other and establish its trends; (b) compare percentage of B.Ed enrolment with total enrolment of university during the period under study, and (c) compare course-wise percentage of various provinces with the overall enrolment. The data for the study were collected from the documents, research reports, Admission Section, Research Cell and Computer Centre. The results indicated that there were gradual increase in enrolment, region-wise as well semester-wise. However, the participation rate from Balochistan had been low during the period under study. Moreover, the study showed a continuous upward trend during the period.*

The main functions of education are to transfer culture and to transform it. The commitment to universalization of education, democratization of education, vocationalization of education and emphasis on the production of trained manpower have become the major thrusts of the educational system in the modern times. The educational system of a country should meet the individual and societal needs and aspiration of its people.

School is a social institution meant to meet the current demands and future of a society. Teachers as agents for preservation and improvement of culture have to be conversant with the methods and techniques which facilitate their jobs. Therefore organization, content and methods of teacher education must be constantly revised keeping in view the economic, social and cultural conditions under which the school and the teachers are to perform their functions.

According to Stenhouse(1975), a teacher is a man of learning skilled in teaching. He is qualified by virtue of his education and his training. He does not

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teach what he knows rather his task is to help the learners to gain knowledge, skills and attitudes required for successful and productive life.

Adam (1978) identified five domains that characteristically feature as points of contact in the life of a teacher. They are:

i) The individual pupil;
ii) The classroom;
iii) The wider environment of the school;
iv) The educational system as a whole
v) The immediate community.

The advancement of educational system of a country depends much upon the academic and professional standards of teaching which are attained through a programme of skill development of teaching staff. Hence quality improvement of teachers assumes a high priority in any programme of teacher education (UNESCO, 1980).

There are three modes of education:

1. Informal
2. Fromal
3. Non-formal
   - Distance Education
   - Open Learning System

By informal education we mean the truly lifelong process whereby every individual acquires knowledge, attitudes, values, skills from daily experiences as a result of interaction with the environment including family, peers, neighbours and the media.

Formal education is hierarchically structured, chronologically graded educational system running from primary school through the university and including, in addition to general academic studies, a variety of specialized programmes and institutions for full-time technical and professional training.(Coombs,1968)

Forks(1990) stated in a meeting of Commonwealth of Learning that "Distance education occurs when inter-acting learner and teacher are separated by time and/or space." (COL, 1990, p.4)

Jenkins(1981, p.8) writes: "Distance teaching has been defined as an edu-

cational process in which a significant proportion of the teaching is conducted by someone removed in space/time for the learner."

Distance education is the term used to denote the educational and training activities so carried out that the student and the teacher are usually at a distance from each other though there may be occasional contact between them.

A major aspect of open learning is that it involves making intelligent choices from a wide range of options. It means that open learning will be restricted if options are not available. But it may be realized that the availability of choices depends on an appropriate infrastructure (Dhurbarrylal, 1992).

In Pakistan the financial investments have not been commensurate with the international standards suggested by UNESCO. As a result educational planners explored the possibilities of unconventional methods which could transcend the limitations of the formal system. The idea of an *Open University* was initiated in the late sixties which was enunciated in the Education Policy of 1972-80.

The Allama Iqbal Open University (AIOU) was established in 1974. Primary Teachers Orientation Course was among its initial course that shows the importance given by AIOU to teacher education. Later on PTC and CT programmes were started as for-service teachers.

Teacher education programmes at Allama Iqbal Open University(AIOU) are very closely linked to national development schemes and plans. In order to effectively execute its programmes of teacher education the University established full-fledged Institute of Education immediately on its inception. The main purpose of the Institute was to improve the quality of school education.

The AIOU started B.Ed. Programme in Spring 1988 to provide training opportunities for untrained graduate teachers of schools. The programme was thus initially meant for in-service teachers only. It was made open for admission as pre-service teacher education programme in 1990.

The programme consists of six full credits. It can be completed in three semesters. It includes six half credit compulsory courses, two full credit elective courses and one credit equivalent practical component consisting of a two week workshop and four-week teaching practice which is arranged during the third semester. Courses being offered at present are given below:

I. Compulsory

Sr. No.	Course Title	Code	Credit
1.	Perspective of Pakistan	512	Half
2.	School Organization and Management	513	Half
3.	Evaluation, Guidance and Research	514	Half
4.	Educational Psychology and Curriculum	518	Half
5.	English	651	Half
6.	Islam, Pakistan and Modern World	652	Half
7.	Practical Component	655	Full
	(Workshop & Teaching Practice)		

II. Elective

A: *Humanities Groups*

1. Teaching of Pakistan Studies 517 Full
2. Teaching of English 519 Full

B: *Science Group*

1. Teaching of Biology 520 Full
2. Teaching of Physics 656 Full
3. Teaching of Chemistry 653 Full
4. Teaching of General Science 657 Full

The study examined and analysed the enrolment of B.Ed. programme of AIOU from 1989 to 1992. The study was led by the following questions:

1. How had been the course-wise enrolment during the period under study?

2 What was the enrolment distribution of a province in comparison with the overall enrolment?

3. What was the percentage of B.Ed. enrolment in comparison with overall enrolment during the period under study?

The data for this study were collected from the documents, research reports, admission section, examination section, manuals, and computer centre and research cell.

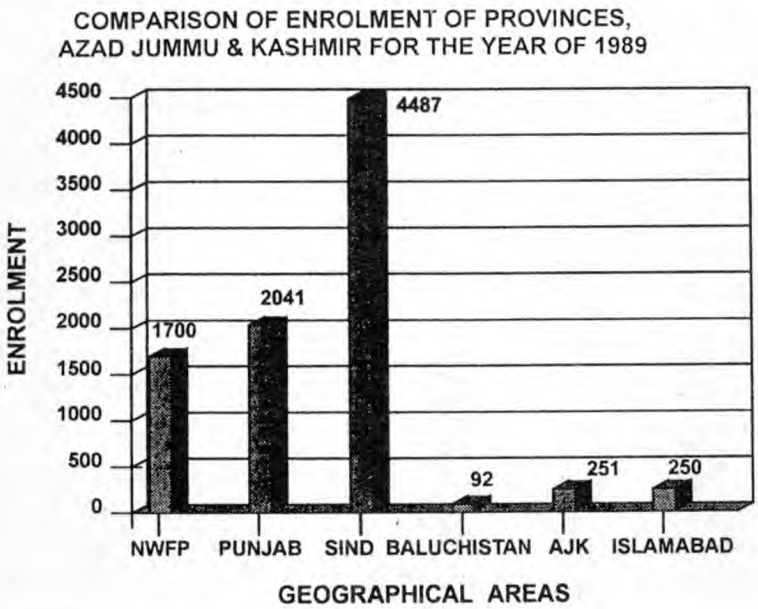
The study provided assessment of outcomes of B.Ed. programme of AIOU in quantitative terms. It identified the workload of the concerned region. Benefits taken by various parts of the country from AIOU programme can be helpful in improving the services and adopting some means to reach the clientele. The enrolment figures indicate the workload of servicing departments.

The comparison of enrolment percentage of B.Ed. with total enrolment of University showed that enrolment percentage increased gradually as shown in Table 1.

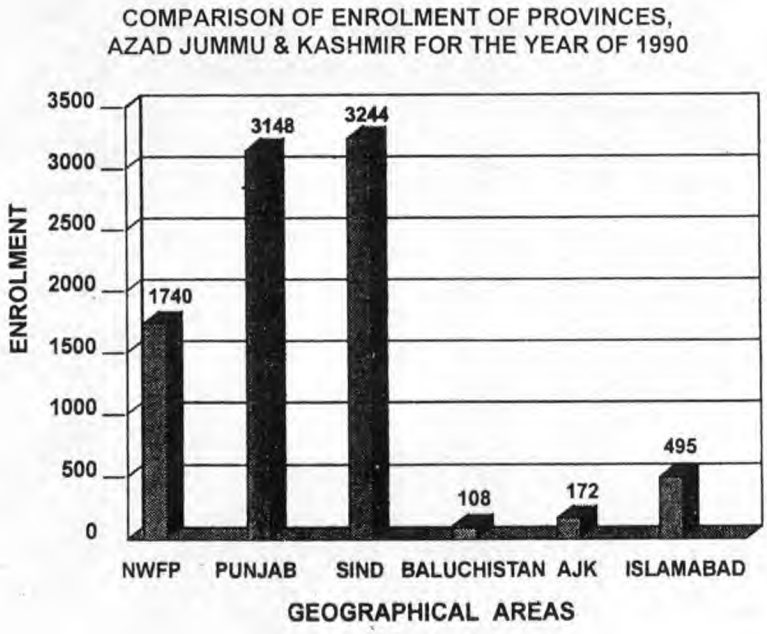
Table- 1 **Enrollment in B.Ed. And Percentage**

Years	Course Enrolment	B.Ed	%age
1988-89	190446	20937	10.9
1989-90	235296	32905	13.9
1990-91	173862	37297	21.4
1991-92	216705	62196	28.6

The comparison of enrolment for different provinces from year 1989 to 1992 showed an upward trend during this period. There was a slight increase in enrollment from 1989 to 1990 in NWFP and Baluchistan while the enrolment in Sind and AJK decreased slightly. The enrolment in Islamabad and Punjab nearly doubled from 1989-90 as shown in Figs. 1A & 1B.



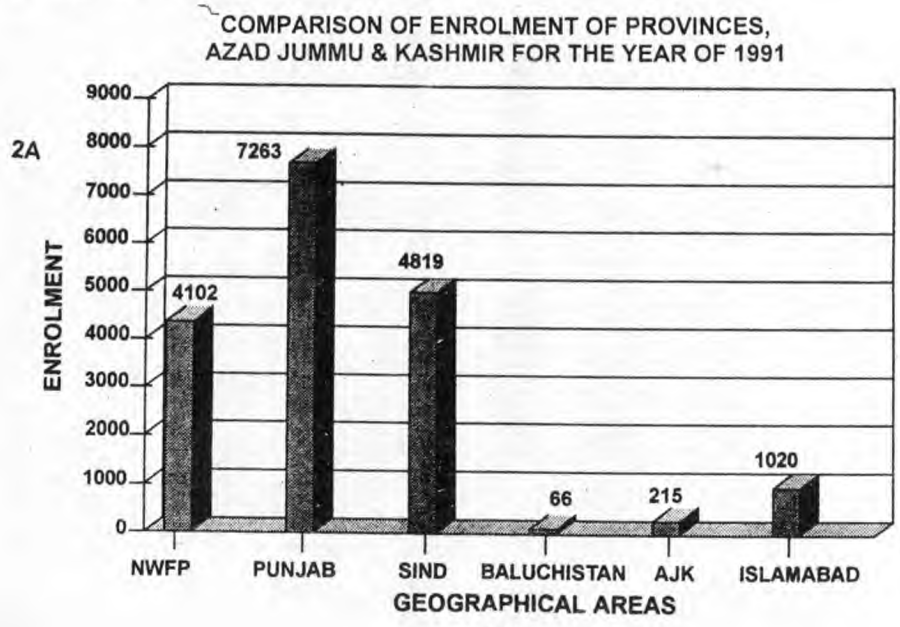
1A



1B

Fig. 1A and 1B Enrolment on Provincial Basis

In 1991-92 the enrolment in all provinces increased slightly except Baluchistan where enrolment in 1991 was extremely low while in 1992 it increased. Apparently this comparison showed the motivation of the people toward teacher education. In this respect Baluchistan showed very little utilization of AIOU services as shown in Figs.2A and 2B.



2A

COMPARISON OF ENROLMENT OF PROVINCES,
AZAD JUMMU & KASHMIR FOR THE YEAR OF 1992

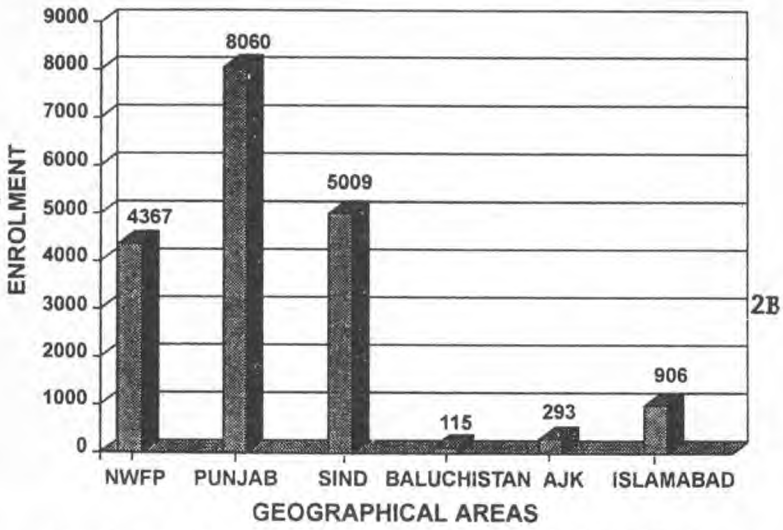


Fig. 2A & 2B Enrolment on Provincial Basis in 1991-1992

Table 2 shows the percentage of course-wise enrolment in B.Ed. for different provinces of Pakistan during Spring Semesters. Islamabad being the Federal Capital Territory was treated as a province for the comparison.

Course-wise percentage for Baluchistan was less than any other province. In some courses Sindh had more enrolment while in some courses Punjab had greater enrolment percentage than other provinces.

Table 2 **Comparison of Course-wise Percentage in Spring Semesters: Provinces VS National**

Course	Islamabad	NWFP	Punjab	Sindh	Balochistan	AJK
512	3.2%	22.4%	40.5%	31.1%	1.0%	1.5%
513	3.1%	21.9%	41.8%	30.7%	0.8%	1.5%
514	3.3%	23.2%	43.6%	27.3%	0.8%	1.6%
517	6.7%	24.6%	43.6%	21.8%	0.5%	2.3%
518	5.3%	21.8%	30.0%	29.2%	0.9%	1.5%
519	4.1%	24.3%	27.7%	41.5%	0.4%	1.6%
520	10.5%	27.0%	26.1%	35.3%	0.2%	0.5%
651	4.3%	15.7%	28.3%	45.9%	2.4%	3.1%
652	4.2%	15.6%	28.4%	46.1%	2.3%	3.09%
655	4.2%	24.1%	31.3%	38.4%	0.5%	1.5%

Table 3 shows the B.Ed. course-wise percentage enrolment of provinces in relation to national level in Autumn semesters. During Autumn semesters Punjab had the greatest percentage of enrolment in all the courses except 517.

Table 3 **Comparison of Course-wise Percentage in Autumn Semesters: Provinces Vs National**

Course	Islamabad	NWFP	Punjab	Sindh	Baluchistan	AJK
517	4.6%	23.2%	29.2%	40.1%	0.6%	1.5%
519	8.2%	19.5%	54.6%	14.8%	1.1%	1.4%
520	7.7%	34.7%	49.9%	6.4%	0.5%	0.5%
651	6.5%	27.6%	47.1%	15.8%	0.8%	1.9%
652	6.6%	8.8%	47.2%	15.8%	0.8%	1.9%
655	5.3%	22.0%	44.5%	25.7%	0.7%	1.6%

This study showed that generally people benefitted from B.Ed. Programme of the AIOU. However the participation rate from Baluchistan had been low during the period under study. Moreover the study showed a continuous upward trend during the period.

On the basis of the study it can be concluded that AIOU is trying to meet the social and manpower demands. The student participation rate for Baluchistan, however, needs to be increased.

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PAKISTAN JOURNAL OF DISTANCE EDUCATION

ALLAMA IQBAL OPEN UNIVERSITY

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Workshop for Capacity Building in Distance Education
(Report of visit to Indonesia)

By

Dr. Muhammad Rashid*

Indonesia, a Muslim country with 275 million population is comprised of 17600 Islands. Its area is 19 million 19 thousand three hundred and seventeen (1919317) KM. Indonesia has 27 provinces, 3839 districts and 65198 villages. The literacy rate is 87%.

At present, there is one Distance Education University called University of Terbuka, catering the needs of education and training of Indonesian society. The University of Terbuka (Open) is a big one in Indonesia, being the largest even in Far East.

The Indonesian society, comprised of villages and rural population, is engaged in agriculture and industry of a small scale basis. The people are good Muslims and dedicated to their duties. Indonesia is advance in technology and per capital income of the country is three times bigger than Pakistan.

The philosophy behind the increase in the literacy rate is due to non-formal approach by initiating of some income generating scheme in the rural areas of Indonesia. They have good system of communication between 17600 Islands. Every body in the country seems dedicated for the uplift of the society and standard and development of the country. In this regard, the Directorate of Non-formal Education and Ministry of Education have extended every possible facility to the masses at large and the country is becoming *Tiger of East* in the region.

The writer participated in the Training Workshop for Capacity Building in Distance Education for Primary Teacher Training at Jakarta (Indonesia) from 28th July to 8th August 1997. The visit was sponsored by Commonwealth of Learning (COL). Besides the writer, following officers from Pakistan attended the workshop:

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*The writer is Dean, Faculty of Education, AIOU, Islamabad.

* Mr. Muhammad Tariq Qureshi, DEA, Ministry of Education, Islamabad.
* Malik Ahmed Nawaz, Deputy Director, Academy of Educational Planning and Management, Islamabad.

In the workshop, the countries such as, Pakistan, Bangladesh, India and Indonesia participated while China could not participate due to some procedural problems in their country.

Following two experts had acted as resource persons:

1. Mr. Bruce King, Australia
2. Mrs. Judy Robert, Canada

The workshop was started on 28th July. The resource persons gave the participants a manual called Trainer's Kit covering the following topics:

1. An Introduction to Distance Education
2. Problems and Issues in Distance Education
3. Models of Distance Education
4. Managing Distance Education Programme
5. Financial Management
6. Managing Course Planning, Design, Production and Delivery
7. Managing Learner's Support System
8. Managing Staffing and Training
9. Indicators of Organizational Performance
10. Research and Evaluation in Distance Education Management

Moreover, case studies of Australia, Botswana, Canada, India, Kenya, Scotland, Philippine, New Zealand, Sri Lanka and Tanzania were included in the Trainer's Kit.

It was apprised to the COL Specialist, Mrs. Patrisia William, that AIOU is the first institution of Distance Education in the region. It has done a remarkable job in imparting education and training to the masses at large. Its case study must be included in the manual. She replied that if one can prepare a case study of Pakistan, then it can be included. A case study was immediately prepared in the shape of country paper for teacher training and handed over to her.

The lectures on the topics of Trainer's Kit were given by the resource persons. The participants were fully involved in the study. The example of Allama

Iqbal Open University for imparting training to the primary school teachers, pre-service and in-service, were quoted and appreciated by the participants and resource persons. Case study of each country were also presented in the workshop.

All the participants of four countries shared their experiences, strategies, problems and issues with each others. Really it was a good experience.

In the end, the participants were asked to prepare a project for which COL/ ADB or UNESCO will provide financial support. Each country presented their proposed project. Pakistani delegate presented a project of *Training of Non-formal Basic Education Teacher*. The Project include:

1. One thousand teachers from four provinces (250 each). The selection of these teachers will be made through Prime Minister Literacy Commission and Ministry of Education.
2. ***Teaching Strategy:*** The Allama Iqbal Open University will be entrusted with this job to provide education and training to one thousand teachers starting from ***April 1998 to March 1999.*** The University will provide this training through its distance education approach. The tutorial support and media support will be provided by the Allama Iqbal Open University.
3. ***Cost:*** A cost of Rs. 1.5 million will be paid to the University by Ministry of Education for training of one thousand teachers in the first instance and other 10 thousand teachers in due course of time. The donor agencies will fund the large scale project through Ministry of Education.
4. ***Evaluation:*** Evaluation of final project of training one thousand teachers will be done by AIOU and Prime Minister Literacy Commission. (It is added that the Secretary Education has approved this project during the first week of September as verbally communicated by the Ministry of Education).

On 8th of August, the workshop concluded with the presentation of projects developed by Pakistan, India, Bangladesh and Indonesia. The Projects were finalized after very minor amendments and the workshop ended in the evening.

Usefulness for AIOU

1. It was good opportunity to share ideas with sister institutions using distance education approach particularly in teacher training.
2. The project for training of non-formal basic education teacher was agreed with the COL in which AIOU has to provide training to one

thousand non-formal basic education teacher in the first instance and afterward ten to hundred thousand teachers in the coming 5 years time.

3. During the visit to University of Terbuka, an exchange programme was agreed in principle with the Vice-Rector Dr. Aswami Zainul for exchange of experts between both the sister universities. For the purpose, a draft agreement has been prepared for the signature of the Vice-Chancellor.
4. About 20 latest books on distance education were brought and their photocopies were placed in the main library for general consultation of all.

Capacity Building in Distance Education For Primary Teacher Training

(Report on Workshop held at Delhi, India From 4-16 August, 1997)

By

M. Mahmood Hussain Awan*

Background

The Asian Development Bank provided regional technical assistance grant to support the distance education initiative for the nine densely populated countries (DE 9). The programme was coordinated by the UNESCO as a follow up activity of the world conference on *Education For All*. Later on, the Bank agreed to finance certain DE9 activities for the five DE9 countries located in Asia i.e., Bangladesh, India, Indonesia, Pakistan and the Peoples Republic of China.

Among those activities was the preparation of national plans of action for distance education for Primary Teachers Training. These plans were presented, together with the series of technical working papers, on various aspects of distance education, at a regional seminar held in collaboration with UNESCO in Bangkok in October 1996. The technical working papers and the *National Action Plans* are in the process of being published.

The Bank also agreed to provide fund for series of three workshops on specific areas of distance education. The three topics were:

a) Instructional Design for Open and Distance Learning
b) Planning and Management of Open and Distance Learning
c) Use and Integration of Media in Distance Education

The duration of each workshop was of two weeks. It was designed for active practitioners in respective areas of distance education.

The training workshops were planned and conducted by the common wealth of learning (COL), a globally renowned distance education agency. The training materials was developed and distributed by the COL at the workshops for revision before final printing so that it can be used as appropriate as possible for further training in these countries.

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* The writer is working as Incharge, Department of Special Education, AIOU.

The COL is an international organization established by commonwealth heads of government in 1988. It has a mandate to create and widen access to opportunities for learning and to improve the quality of education, utilizing distance education techniques and associated communication technologies to meet the particular human resource requirements of members countries. The headquarter of the common wealth of learning is in Vancouver, British Columbia, Canada. In response to needs of the Asian region, COL has established a Commonwealth Education Media Centre for Asia (CEMCA), located in the premises of its host institution - Indira Gandhi National Open University (IGNOU) New Delhi, India.

Brief Informations on the Training Workshop

*a) **Title of the Workshop***

Capacity Building in Distance Education for Primary Teachers Training: Use and Integration of Media in Distance Education.

*b) **Venue***

Electronic Media Production centre Indira Gandhi National Open University Delhi, India.

*c) **Accommodation for participants***

Scholar's House Jamia Hamdard South Delhi.

*d) **Programme/Schedule***

i. August 04-16, 1997
ii. From 09:00 to 17:00
iii. Division of Sessions:

Session-I	09:00 to 10:30 Tea Break
Session-II	10:45 to 13:00 Working Lunch
Session-III	14:00 to 17:00

iv. Lecture/topics:

Day One	Inauguration and Introduction
Day Two	Distance Education; Over View of system

Day Three	Media and Distance Education: Foundation concepts
Day Four	Instructional Design
Day Five	Media Characteristics
Day Six	Media Planning/Learning Support Issues
Day Seven	Teacher Training Issues/project
Day Eight	Final Exercise/project work
Day Nine	Presentation of project work and closing of workshops

*e) **Material***

Training toolkit/Lecture Notes.

*f) **Trainers***

i) Dr. Abdul Khan Principal Communication Specialist Commonwealth of Learning, India

ii) Mr. Jim Bizzoochi, Media Specialist of COL from Vancouver, British Columbia Canada

*g) **Participants***

Bangladesh:	Dr. AKM Khair-ul-Alam Deputy Director Primary Education
	Dr. M. Abdul Muttalib Deputy Director Training Research and Documentation Non-Formal Education
	Mr. Mostain Billa, Specialist National Academy for Primary Education
China:	Ms. Zhang Xuemei Officer, Technology and Equipment Division

Mr. Qian Dongming
Lecturer Lab of Multimedia Shanghai
Television University.

Mr. Hou Jiafeng
Teacher Education Management Information
Centre in Distance Education Institute

India:

Dr. N.K. Dash
Senior Lecturer IGNOU

Shri S.K. Chauhan
Programme Officer NCTE

Shri Mahesh Arora
Secretary Department of Education

Mr. Sunil Das
Producer Electronic Production Media Centre
IGNOU

Dr. Kiron Bansal
Lecturer EPMC IGNOU

Indonesia:

Ms. Dewi Padmo Mr. Yusuf Mihaballo Bambang Susanto	Centre for Communication Technology for Education & Culture (Pustekkom) Jakarta

Pakistan:

M. Mahmood Hussain Awan
Incharge, Department of Special Education
Allama Iqbal Open University, Islamabad

*h) **Visits***

i) Central Institute of Educational Technology
National Council of Educational Research Training

ii) Electronic Media Production Centre IGNOU
iii) City Visit (One day)
Agra and Fatehpur Sikri (one day)

*i) **Arrangements of Visit***

For both (iii) and (iv) an A/C coach and tourist guide were arranged. Daily Pick & Drop, and Visit to (i) and (iii) above, a University coach was arranged.

*j) **Workshop Organizers/Hosts***

COL-ADB, Assisted by: EMPC (IGNOU)

Personnel: (i) Ms. Patricia
Senior Training Specialist COL

(ii) Mr. K. Narayanan & Mr. K. Ravi Kanth from Commonwealth Educational Media Centre, for Asia (CEMCA) Delhi

Sponsor: Asian Development Bank

*k) **Objectives of the Workshop***

- ✡ Explain Open/Distance Learning Concepts
- ✡ Identify Learner's needs and attributes
- ✡ Describe contexts of technology enhanced learning
- ✡ Describe elements of Instructional Design
- ✡ Apply Instructional Design Concepts
- ✡ Define Media Attributes
- ✡ List criteria for media selection
- ✡ Apply elements of production process
- ✡ Describe roles of team members
- ✡ Develop plan for media production and delivery

Brief of plenary sessions

Day-1

The workshop was inaugurated by Professor Moegiadi, Director and UNESCO Representative to India, on August 4, at 10.30 A.M. The Director CEMCA and Ms. Patricia Senior Training Specialist COL welcomed the chief guest and mentioned objectives of the workshop. Professor Moegiadi emphasized on need of cooperation in the area of Distance Education.

After inauguration, the remaining day was allocated for country presentation. According to the schedule, first presentation was to be made by Bangladesh. It was postponed as the participants did not reach due to change in their flight. Therefore, the country report from China was presented. Ms. Zhang Xuemei presented the country report. She apprised participants about the Central radio and T.V. University (CRTVU) and China Education Television (CETV) the only nation wide education television. She informed that the Satellite television transmission officially began on October 1st, 1986. The training guidelines formulated by State Education Commission advocated training of primary and secondary teachers via satellite TV, Radio broadcast and correspondence in an integrated manner. The training programmes were designed with specialization based on single subject courses as the major component. On finishing a programme the trainees sit for the examination and those who pass be awarded with a certificate for the respective training. In 1987, SEDC of China approved to establish China TV Teacher College and offer Education TV (ETV) programmes presented through the integration of printed instructional materials and television broadcasting programmes which were compiled and developed according to the state-approved teaching plan for secondary teacher training schools. Teaching administration tutorial sessions were organized in local education institutions forming a nationwide in-service teacher training network throughout the provinces and cities under the jurisdiction of the Central Government and the autonomous regions.

Teacher training via satellite TV broadcasts in China is managed at 4 levels of governmental authorities, namely the central, provincial, country and township. Amidst them the country level is the major executive. The Educational Technology Commission of State Education Commission is the planning and coordinating agency of satellite TV education in China. The provincial educational departments either set up their own administrative organs to take charge of TV education or entrust provincial TV education centres with such executive roles. TV education stations are established at country level to administer and keep up ETV stations/relay stations.

The Chinese satellite TV normal education started on October 1st , 1986 and China TV Teachers College (CTVTC) in July, 1987.

The CTVTC is responsible for; (a) providing the in-service training for the school teachers and upgrading their education level, (b) providing the continuing education, and keeping the school teachers the good political character and update knowledge of specific subjects training and © providing the in-service training for school masters and upgrading their managerial levels. The CTVTC provides courses in a wide range of subjects at both degree and secondary levels. Moreover, the CTVTC develops the syllabus, writes, compiles and edits the printed materials and audio-visual materials for the national network of satellite TV normal education.

The Chinese satellite TV normal education is an open education serving the local education departments. It makes use of the system of teaching training and cadres training. All these have been proved practical and efficient. It plays an active role for implementation of Nine-Year Compulsory Education. It compared with 1986, the proportion of academically qualified primary schools teachers has increased from 62.8% to 90.91%. As she told, there are many playback centres in China. Now the TV programmes attract more than 200 million viewers, making it the world's largest educational television network.

Next speaker was Ms. Dewi Padmo from Indonesia. According to her, the distance education system prevailing in Indonesia is meant for quality improvement of primary teachers. She apprised about requirements of teachers in Indonesia. She mentioned the procedure and system operating through distance education for training of teachers at centre for communication technology. For implementation of these programme, it is teamed by the Open University and the Directorate for Teacher and Technical Training or Dikgutentis. To expedite the provision of teacher's training, a programme called "Equlized D-II" has been launched in collaboration with the Directorate General for Basic and Secondary Education in 1990. The Equalized D-II programme requires weekly tutorial and can only be attended by teachers living in towns or in the outskirts. The majority of elementary school teachers working in remote places, however, remain unattended. They have less access to professional improvement and qualitative equity and suffer from the ever widening disparities.

She also pointed out the problems of scheduling the broadcasting time between Eastern and Western regions of the country because of six hours difference between Eastern and Western region; The weather conditions and the scat-

tered population, dwelling in 17600 islands disturb the delivery system and even disturb the final examination schedule.

Presentation by India was made by Mr. Shiri Mahesh Arora. He apprised that Education Television is more than 35 years old in India. Educational Radio is still older. Indian Television is in all likelihood going to have a 24 hours dedicated channel for education. Through this media, education is going to be on broad based and the choices are many. Indira Gandhi National Open University (IGNOU), with media production facilities, and expertise in teacher education has been making attempts to provide teacher education/training packages for teachers in the institutions through distance education. India's National Action Plan (NAP) for in-service education of primary teachers through distance education has been prepared with the aim to; (A) Integrate on going efforts. (B) Capacity building: Through training of teacher educators and supervisors, upgradation and networking of training institutions and linkages and collaboration among various national and state institutions and other departments like Telecommunication, Space Information and Broadcasting, Electronics, Information, etc. (C) Decentralisation (D) Mass training technology; Use of distance education and modern communication technology.

He said that with the collaboration form UNESCO and the International Telecommunication Union (ITU), Government of India has taken up a programme on Inservice Primary Teacher Training (IPTT) through application of interactive television (ITV), in Distance Education.

Government of India has been funding a cascade "Special Orientation Programme of Primary Teachers (SOPT)". Another programme, Viz; "Programme on Mass Orientation of School Teachers (PMOST)" was organized even before SOPT. Now, through IPTT, ITV project, it is planned to try and experiment a mixed model of Interactive Television, self-study and locally facilitated face to face interactive methodology.

The target of training is about 2.5 million trainees per year, 2.23 million primary teachers and 0.24 million non-formal education instructors every year, 24000 (of the 48000) teachers educators and 30000 (out of 60000) supervisors every second year.

Day-2

The day was started with presentation from Pakistan. The country paper was presented by M. Mahmood Hussain Awan participant from Allama Iqbal

Open University (AIOU). He told that the AIOU was established in 1974 as a first distance education institution in Asia. The presentation was supported by showing transparencies on student enrolment, media support, coverage percentage by Radio, TV and non-broadcast material. The problems of broad/telecasting and production was also discussed. He gave an overall introduction of programmes of the university with particular emphasis on teacher's training programmes through distance education and the problems faced by AIOU at various levels; i.e. postgraduate (M.A., M.Ed. B.Ed), Certificate of Teaching (CT), the Primary Teacher's Certificate Course (PTC), the Primary Teacher's Orientation Course (PTOC) and the Arabic Teacher's Orientation Course (ATOC). He pointed out the need of manpower development in the areas of literacy, in-service teacher training (specially in vocational education and professional education), agriculture, law, health and training of distance education personnel. He also mentioned the need for strengthen electronic media component in AIOU courses. He mentioned that media can be effectively involved in both curricular and enrichment areas, but the cost factors must be kept in view.

Mr. Jim Bizzocchi took the session. He introduced the working schedule and lectured on importance of media in distance learning. He explained the principles of learning, creating and sustaining an open, sharing, and collaborative work environment, the responsibilities of distance education personnel for developing innovative activity oriented study material and appropriate ways to serve distant learner. He discussed the bottlenecks hindering the achievements and also suggested measures to minimize them.

He discussed in detail significance of distance education in the light of changing perspective. He said that distance education has a capacity to meet the challenges of 21 century. It has proved its effectiveness in teacher education in most of the countries. The successes of certain aspects of non-formal education programme has been recognized throughout the world, because it supports student independence. These programmes are operational in most developing countries alongwith the conventional system of education. The growing interest in distance education has been preliminary stimulated by evidence and belief, that the distance education is a cost effective mean to meet the increasing need of trained manpower.

The next speaker, Dr. Abdul Khan, while discussing the technology planning and application development, mentioned the contribution of knowledge, skills and experience for planning, development and implementation of educational technology. He said quality assurance and quality improvement practices demands support and collaboration of course designers, writers technology ex-

perts, production professionals and servising staff. Apart from the above, distance education personnel must be aware how to identify the learning needs, how people learn and which tools enhance the learning opportunities, so that they may undertake review and revision of existing programmes and courses on regular basis or introduce entering new courses using emerging technologies and new delivery methodologies.

Day-3

Dr. Abdul Khan took the session. He said that the spiralling population growth is placing increasing pressure on already stretched education resources either physically and human. It is, therefore, essential to search for cheaper and more efficient ways to provide education to masses, threrefore it seems reasonable to invest in distance education. This workshop envisaged to strenth the capacity of members countries to develop the human resources required for effective operations of distance. The consistency and mutual cooperation to promote the cause of mass education also depends on further close collaboration for finding the cheaper means. He emphasized on regional network for promotion of efficiency and effectiveness of distance education activities. He highlighted a comprehensive infrastructure for technical assistance to determine the most appropriate mechanism for regional cooperation in distance education.

The next session was taken by Mr. Jim Bizzocchi showing a video on radio schools British Colombia. He explained the geographical situaiton of British Columbia, which helped the participants to understand the significance of these programmes. He further explained self instructions, self paste learning, open learning or flexible learning. He said that distance education material must be developed keeping in view channels of learning, so that, it may increase the interest and motivation of the learner. He said the major challenges for education are access, quality cost and equity. The dsitance education has capacity to meet the challenges.

Dicussing objectives of distance education, he said it is multi media for multi-prupose education. Distance education offers an economic use of scattered educational resources to provide large number of students with chances to continue their education, it can reach students where they are, it allows students to continue earning while learning, it builds confidence and update the knowledge of learners.

Day-4

Dr. Khan took the session and discussed Distance Teaching System. He mentioned the steps involved in it. Identification of educational needs of target group, design of the curriculum, production of multi-media self-learning packages, the delivery system, student support and evaluation components were fully discussed.

Media support was discussed at length. Effectiveness of audio cassettes, radio programmes, TV programmes and computer assisted instruction to support print material were described.

He mentioned the factors like identification of target population, psychological characteristics and socio-economic needs of the audience, the academic and/or examination oriented needs of the target audience, content of the programme, technique of programme presentation, forms in which the programme should be presented, materials to be utilized in the series and materials to supplement the series, the selection of script writer, broadcasters and media experts, and actual recording and pre-testing which may be taken into consideration while planning and production of instructional package. The remaining day was allocated for visit to Central Institute of Educational Technology and National Council of Educational Research Training.

Day-5

Mr. Jim Bizocchi gave a lecture on media production system. He discussed analyzation of content and units, identification of topics/concepts, statement of behavioural objectives, identification of media and its modes, preparation of learning activities and evaluation proecedure in detail.

In connection with instructional design, the course team functions were highlighted. While discussing the plan and procedure for the integration of media in to an instructional design, he described final planning and writing of text, production of graphic and visuals, production of sounds and pictures. He said the events, people, places and equipment must be relevant to the text and interest arousing. The remaining day was allocated for visit to Electronic Media Production Centre IGNOU.

Day 6 & 7

The participation were divided into four groups assignments. Each group comprises at least one participant from each country, so that they may share their country experiences. Particiaption were allowed to select their own theme for course development and selection of media component. This group work/ experience was split over two days. These two days were the busiest days of the workshop, each group tried its best to perform as well as they could. Each part of the project work was fully discussed and finally the video scripts were prepared.

Day-8

The day before closing was allocated for presentation of the group work. Each group presented their project/script. After every presentation, question answer session to improve the project work was undertaken. However, the two groups could present the project because of queries raised by enthusiastic participants. Each query was well taken and accommodated properly.

Day-9

On the day presentation by two groups were made before the closing ceremony. The closing of the workshop took place in the room where, the workshop was being conducted. Ms. Patricia was the chief guest, a simple certificate awarding ceremony was arranged. Each participant was given a gift box alongwith the participation certificate COL.

Summary

The workshop was a good experience or exchange of ideas and experiences with other sister countries using distance education. It was general consensus that in these countries distance education is operating in the same way, and most probably nature of the problems is the same except the typical geographical conditions and technological advancements. Moreover, the collaboration for promoting distance education through the regions was stressed. Some useful material relating distance education and media integration opportunities was also procured. This material may help to study the development of distance education in other countries and to develop future courses or programmes at AIOU.

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BOOK REVIEW

A Comprehensive Study of the Articles A, An & The
Author: Prof. Shahid Sarwar Kazi

I have gone through a number of books dealing with English Grammar. Among the lot, a very selective number of them met the need of students. To my mind it was in the first instance merely because of the reason that most of the writers failed to bring a comprehensive book on the subject. Secondly, each author's effort was to deal with the subject as a whole trying to cover all the areas of English Grammar. A very few could be recommended to those learning English as a second language. Almost every book has the same contents with the exception of a different title. In a nutshell, most of the published work on English Grammar in Pakistan is just a stereotyped one.

After a long time, Prof. Shahid Sarwar Kazi written a very useful book for the students. It deals with the use of articles A, An and The in English language. The second edition of the book contains glossary and bibliography, which add to the educational value of the book.

The author of *A Comprehensive Study of the Articles: A, An and The* has elaborated at length his area of English Grammar, i.e. where to use articles *a, an* and *the* and where to omit them. He has given examples by commenting on them in the end. These comments are very elucidative and comprehensive. Moreover, they are very useful for the learners of English. The book under review consists of 108 pages. Its unit III entitled "Activities" based on 13 activities (exercises for self assessment), among them 6 are in Urdu, where the students are required to translate them into English (thus learning where to use articles a, an, and the and where to omit them) while 7 are in English. This unit plays a great part in revising the whole book. The author has very successfully planned this part of the book and for me (myself being a teacher of English language the reviewer had served as Professor of English in different colleges of Punjab for a very long period) (Editor) it is for the first time that I have seen a book by a Pakistani author which has been written using the same method and format that is always adopted by the Grammarians at the time of compiling books on the subject. While studying the book, it again and again struck to my mind that the author of this book has consulted many books before he could bring out such a beautiful comprehensive book. I congratulate Prof. Shahid Sarwar Kazi on writing such a useful book and sincerely hope that he will continue with this work for the benefit of those who are always looking for good books on English Grammar. A number of other areas

of English Grammar are waiting for him. Let Prof. Shahid select them one by one and bring a set of books for the students, like the one under review.

Reviewed By:

Dr. Tasadduq Hussain Raja

BOOK REVIEW

A Common Vocabulary of E.C.O. Countries
Farhang-e-Mushtarak

By Dr. Gauhar Naushahi
Pages 538+21; 1997; Rs.125/-
Published by Muqtadera Qaumi Zuban,
Sector H-8, Islamabad.

The Eco countries of today do not appear to be unfamiliar with and unknown to each other. Their link is too old and even most strengthened. This trend of devotion and the bondage of brotherhood is the eternal result of the light of Islam. It is because of the established ***FAITH*** that the Economic Cooperation Organisation ECO of ten territories is totally tagged to each other from time immemorial.

If we peep into the oldest documents of the subcontinent, it would be revealed to us that the northern areas of Pakistan have their roots in the remote past. About 300 B.C., amidst the rugged widespread valleys and foothills, the small village communities developed and duly began to take the first, but solid, steps towards civilization. It is the region where we find a more continuous story of human activity.

It was absolutely here that the most important land route existed. They directly linked the region of Pakistan with those of Iran, Afghanistan, Turkey and the Central Asian estates. Laden with commercial communities, carvan of these countries used to pass through the mountainous BOLAN PASS, KHYBER PASS, etc; etc. Due to geographical and historical importance, these mountainous gateways had been watching for centuries, numerous kings, generals and troops passing through them. Even Alexander the Great had to pass through this route in 327 B.C.

The first followers of Holy Prophet Muhammad (PBUH), who set their foot on the soil of Pakistan, were traders and preachers from the coastland of Arabia and Persian Gulf. Thus, Islam entered into our valley to ventilate the fresh air of *Deen-e-Islam.*

The impact of Islam on this area was deep and far reaching. It introduced not only a new Faith, but even ushered a new civilization, a new culture, a new outlook and new code of ethics. It was after nearly three centuries of Arab inva-

sion of Sindh that the second phase of the conquest of subcontinent began under the Turks. They became the spearhead of Islamic expansion towards Pakistan. Later, various Muslim rulers brought this region under their control.

Since the great kings, generals, preachers, saints and religious scholars were of Central Asian origin, many Central Asian cultural elements crept into Muslim society of undivided India. The Iranian influence was, of course, prominent throughout, particularly since *Persian* had been adopted as the court language of Muslim rule from the time of the Ghaznavids. Even the influence of Iran became still stronger under the Mughals who encouraged Iranian immigration into the subcontinent. In this manner, the cultural contact between the local populace of Pakistan in the northern region and the incoming Muslims from Iran, Afghanistan, Turkey and Central Asia had developed various common linguistic features. Despite regional diversity, a strong influence of Persian is noticeable in all the nine languages dealt with in this unique lexicography.

Dr. Gauhar Naushahi has painstakingly compiled this *Farhang-e-Mushtarak*, i.e. a common vocabulary of ECO countries. A scholar of repute, Doctor Nawshahi has a supreme command over Persian language and is regarded among a few of Persian-knowing people of Pakistan. It is because of this talent that tactfully he has traced out the linguistic resemblances amidst the ten languages covered up in this compilation, namely *URDU* (Pakistan), *DARI* (Afghanistan), *PERSIAN* (Iran), *TURKISH* (Turkey), *TAJIKI* (Tajikistan), *UZBEC* (Uzbekistan), *TURKMEN* (Turkmenistan), *QAZUQI* (Kazakhstan), *KIRGHIZ* (Kyrghyzstan) and *AZERI* (Azarbaijan).

On broad-based pages of this compilation, there appear eleven columns---ten fixed for above-mentioned languages and the last one is meant for Roman script correctly pronouncing the relevant word. After going through this distinguished dictionary of late 90's, one finds the most striking resemblance among the spoken languages of ECO countries. For example, the words (Bad Shakl) and (Bad Surat) seem to be common in all the regions of Iran, Afghanistan, Turkey, Pakistan and Central Asian States. This very aspect of languages spoken in ECO countries, reveals the deepened bonds of relation and remarkable resemblance of cultural heritage.

After the establishment of Economic Cooperation Organization (ECO), it was evitable to locate such common words of its affiliated countries and to bring out a comprehensive dictionary depicting them in a logical format. It is good to observe that this national task has been accomplished by Dr. Naushahi with unbounded vigour and in-depth enthusiasm. Moreover, he has added much magni-

tude to this book through writing a 12-page introduction, describing all aspects of linguistic links and cultural contact amidst ECO countries. He has highlighted the profound impact of Persian on the languages of the countries in question. The said *Introduction* has been artfully and scholarly rendered into English language by Mrs. Nubla Pirzada. Through this version the researchers and linguists of the Western countries would come to know the linguistic bondage between countries ___ which may be regarded a miracle of the age.

Mr. Iftikhar Arif, Chairman of National Language Authority, has made no mistake while commenting on the work in the following way:

> *"The amount of labour and dedication that has gone into this work certainly deserves acknowledgment. Dr. Naushahi has made a move in a significant direction."*

In the end, I couldn't help quoting the remarks of renowned historial and noted scholar, Prof. Dr. A.H. Dani, expressed in his *foreword* to this book:

> *"Perhaps his efforts will awaken new consciousness among the people of ECO countries that they all have inseparable bond of brotherly relations and to remind us all that blood is thicker than water."*

It is solemnly hoped that the ECO countries would come forward to make this sacred Muslim blood thicker and thicker through the wide recognition of Dr. Naushahi's splendid work.

Reviewed By

Dr. Mahmudur Rahman
Editor

Facts and Figures of AIOU 1975–98

By

Waqar Ahmed Siddiqi

COURSE ENROLMENT (PROGRAMME-WISE)	1975-76	1980-81	1985-86	1990-91	1996-97
Agricultural (Non-credit) Courses	-	5226	1774	117	65
Functional (Non-credit) Courses	904	2070	3506	1004	923
IFE/FEPRA/BFEP/IFLP(*)	-	3344	1340	3386	1005
Secondary School Certificate	-	-	-	6679	21519
Intermediate	-	19764	50702	51928	82157
Bachelor's Degree Programmes	-	7358	33388	42078	85008
B.Ed/B.Ed (Arabic)	-	-	-	37297	66276
Primary Teacher's Orientation Course (PTOC)	-	4333	3338	-	(**)12515
Primary Teacher's Certificate (PTC)	-	854	19556	21440	117804
Certificate of Teaching (CT)	-	-	4758	6391	122252
Arabic Teacher's Training Course (ATTC)	-	-	1071	-	2285
Post-graduate Diploma in ELT (***)	-	263	107	3	-
Post-graduate Diploma in Dietetics	-	-	-	-	182
Post-graduate Diploma/Cert. in Management	-	-	-	-	431
M.A/M.B.A/M.Sc/M. Ed/M.A. (TEFL)	72	692	365	5956	17422
M. Phil	-	-	-	679	956
Diploma in Computer Applications	-	-	-	-	6308
Diploma in Computer Maintenance	-	-	-	-	73
Sub-total	976	43904	119905	176958	537181
Overseas course enrolment	-	-	(****)	442	200
Grand total	976	43904	119905	177400	537381

- Denotes data do not exist/courses not offered.
(*) IFE and FEPRA converted into IFLP and BFEP respectively.
(**) New PTOC course enrolment.
(***) Discontinued and replaced by M.A. (TEFL).
(****)Overseas enrolment is adjusted with the above figures.
N.B: Foundation courses were offered only in 1975-76 and enrolment is included in Functional (NC) courses.

COURSE ENROLMENT (PROGRAMME-WISE/GENDER-WISE)						
Agricultural (Non-credit) Courses	M	-	4753	1377	103	60
	F	-	473	397	14	5
Functional (Non-credit) Courses	M	687	1704	2817	686	476
	F	217	366	689	318	447
Secondary School Certificate	M	-	-	-	-	178
	F	-	-	-	679	21341
Intermediate	M	-	15451	33501	28862	45219
	F	-	4313	17201	23066	36938
Bachelor's Degree Programmes	M	-	5949	25363	31161	61078
	F	-	1409	8025	10917	23930
B. Ed/B. Ed (Arabic)	M	-	-	-	29502	39356
	F			-	7795	26920

			1975-76	1980-81	1985-86	1990-91	1996-97
Primary Teacher's Orientation Course (PTOC)		M	·	2942	2019	·	7907
		F	·	1391	1319	·	4608
Primary Teacher's Certificate (PTC)		M	·	582	9621	13756	53097
		F	·	272	9935	7684	64707
Certificate of Teaching (CT)		M	·	·	3587	4554	62650
		F	·	·	1171	1837	59602
Arabic Teacher's Training Course (ATTC)		M	·	·	802	·	1101
		F	·	·	269	·	1184
Post-graduate Diploma in ELT		M	·	222	77	3	·
		F	·	41	30	·	·
Post-graduate Diploma in Dietetics		M	·	·	·	·	144
		F	·	·	·	·	38
Post-graduate Diploma/Cert. in Management		M	·	·	·	·	394
		F	·	·	·	·	37
M.A/M.B.A./M.Sc/M.Ed/M.A. (TEFL)		M	60	616	296	5181	13431
		F	12	76	69	775	3991
M. Phil		M	·	·	·	550	722
		F	·	·	·	129	234
Diploma in Computer Applications		M	·	·	·	·	6007
		F	·	·	·	·	301
Diploma in Computer Maintenance		M	·	·	·	·	73
		F	·	·	·	·	·
		MT	747	32219	79460	114358	291893
		FT	229	8341	39105	59214	244283
Sub-total	(A)	T	976	40560	118565	173572	536176
IFE/FEPRA/BFEP/IFLP/ILP (*)	(B)	T	·	3344	1340	3386	1005
Overseas Course Enrolment	(C)	T	·	·	(**) ·	442	200
Grand Total (A+B+C)			976	43904	119905	177400	537381

(*) Gender-wise enrolment is not available.

(**) Overseas enrolment is adjusted with the above figures.

COURSE ENROLMENT (PROVINCE-WISE/REGION-WISE)

N.W.F.P	**130**	**2806**	**6707**	**22844**	**92720**
Peshawar	130	2806	5517	10241	29255
Dera Ismail Khan	·	·	1190	3180	27501
Abbotabad	·	·	·	3428	15232
Chitral	·	·	·	2137	3437
Swat	·	·	·	3858	17295
BALUCHISTAN	**19**	**1010**	**3063**	**2971**	**6315**
Quetta	19	1010	3063	2105	6315
Turbat(*)	·	·	·	109	·
Sibi(**)				123	·
Uthal(*)				122	·
Khuzdar(*)				22	·
Muslim Bagh				467	·
Dera Murad Jamali(*)				23	·

	1975-76	1980-81	1985-86	1990-91	1996-97
SINDH	**231**	**4801**	**15869**	**31244**	**49522**
Hyderabad	-	1567	4816	5456	10333
Karachi	231	3234	8266	7997	9428
Sujawal	-	-	-	1233	1955
Sukkur			2787	5093	9830
Sehwan Sharif			-	7248	6785
Mithi			-	4217	5447
Larkana			-	-	5744
Jacobabad(**)			-		-
Umarkot(**)	-		-		-
PUNJAB	**584**	**28691**	**75176**	**92706**	**334833**
Faisalabad	97	5229	14008	11875	53776
Multan	57	6337	14237	13832	33124
Lahore	138	8274	22677	11744	43902
Dera Ghazi Khan			-	5964	15438
Bahawalpur			6148	6049	13893
Gujranwala			-	6292	53707
Mianwali	-	-	-	4417	18663
Rawalpindi	292	8851	18106	22287	63928
Pindi Sultan Pur (*)	-	-	-	3166	-
Sargodha	-	-	-	2936	22066
Sahiwal	-	-	-	4144	16336
FEDERAL AREA					
Islamabad (***)	-	-	9212	12839	22359
AZAD JAMMU & KASHMIR	**12**	**3252**	**5783**	**6847**	**22414**
Mirpur	12	3252	5783	5316	11443
Muzaffarabad	-	-	-	1531	10971
NORTHERN AREAS	-	-	**1988**	**4121**	**8013**
Gilgit	-	-	1988	1866	6891
Skardu	-	-	-	1773	1122
Astore(*)	-	-	-	482	-
MISCELLANEOUS					
IFE/FEPRA/BFEP/IFLP/ILP	-	3344	1340	3386	1005
Overseas course enrolment	-	-	767	442	200
Total	976	43904	119905	177400	537381

(*) Closed.

(**) Part-time Co-ordinating Offices.

(***)The enrolment of Islamabad Region is combined with Rawalpindi in the year 1975-76 and 1980-81.

COMPLETERS (STUDENTS)					
Agricultural (Non-credit) courses	-	5226	1774		-
Functional (Non-credit) courses (**)	-	-	-	152	243
IFE/FEPRA/BFEP/IFLP/ILP (***)	-	-	-	-	-
Secondary School Certificate	-	-	-	54	181
Intermediate	(a)	380	2327	2873	3563
Bachelor's Degree Programmes	-	(b)	853	1935	4393
B. Ed/B. Ed (Arabic)		-	-	856	4083

	1975-76	1980-81	1985-86	1990-91	1996-97
Primary Teacher's Orientation Course (PTOC)	2717	1339	7384	.	.
Primary Teacher's Certificate (PTC)	.	314	7718	4222	1046
Certificate in Teaching (CT)	.	84	825	750	779
Arabic Teacher's Training Course (ATTC)	.	.	1042	31	420
Post-graduate Diploma in ELT	.	.	10	15	.
M.A/M.B.A/M.Sc/M.Ed/M.A (TEFL)	.	.	(c) 86	24	198
M. Phil	.	.	.	.	24

(*) Offering of Agricultural (N.C) courses have been temporarily discontinued since 1991, but now the Agricultural courses are being offered.

(**) Only Elementary Arabic Course.

(***) There is no examination in projects, but participants take achievement tests at successive stages.
In all, 7000 learners have achieved literacy status and 500 have passed primary (5 years schooling equivalent) level upto 1993-94.

(a) First group completed their F.A in the year 1980-81.

(b) First group completed their B.A in the year 1980-81.

(c) Only M. A. (EPM).

FEE STUCTURE (in Rs.)

Basic Functional Courses	.	.	.	.	.
Functional Non-credit (Full/Half)	.	10/20	35	75	90
Integrated Functional Literacy	.	.	.	.	.
Secondary School Certificate					
Urban Areas					
Matric (Half Credit)	.	.	.	.	125
Matric (Full Credit)	.	.	.	.	175
Rural Areas					
Matric (Half Credit)	.	.	.	.	40
Matric (Full Credit)	.	.	.	.	60
Intermediate (Half Credit)	.	30	100	115	165
Intermediate (Full Credit)	.	60	180	175	240
B.A (Half Credit)	.	35	140/340*	145	205
B.A (Full Credit)	.	70	280/580*	245	335
B.B.A (Half Credit)	.	.	.	.	405
B.B.A (Full Credit)	.	.	.	.	635
B.Com. (Half Credit)	.	.	.	170	235
B.Com. (Full Credit)	.	.	.	280	385
B.C.S (Half Credit)	.	.	.	.	2500
B. Ed (Half Credit)	.	.	140/340*	185	275
B.Ed (Full Credit)	.	.	280/580*	340/530*	510/760*
M.A/M.Sc (Half Credit)	.	.	270/370*	300	570
M.A/M.Sc (Full Credit)	.	80	350/450*	500	760
M.B.A (Half Credit)	.	.	410/510*	490	720
M.B.A (Full Credit)	.	.	540/640*	600	910
M. Ed. (Half Credit)	.	.	.	500	760
M. Phil (Full Credit)	.	.	.	2500*	1510/1500*
Primary Teacher's Orientation Course (PTOC)	.	.	180	.	.
Primary Teacher's Certificate (PTC)	.	.	560	115/175*	175/510*
Certificate in Teaching (CT)	.	.	560	245/495*	220/720*
Arabic Teacher's Training Course (ATTC)	.	.	240	800	1065
Post-graduate Diploma in ELT	.	.	450/630*	520	.
Library Certificate (Full Credit)	.	.	.	.	335
Typing/Shorthand (Half Credit)	.	.	.	.	220

(*) Where workshop is involved.

Note: Registration fee Rs.100/- is charged only once.

NEW COURSES/STUDY GUIDES PRODUCED (PROGRAMME-WISE)

	1975-76	1980-81	1985-86	1990-91	1996-97
Basic Functional Course	-	-	-	9	-
Functional (Non-credit) Courses	1	2	-	3	-
Integrated Functional Literacy	-	8	-	-	-
Secondary School Certificate	-	-	-	18	1
Intermediate	-	18	14	10	2
Bachelor's Degree Programmes	-	12	21	22	-
B.Sc (Primary Eye Care Programme)	-	-	-	-	6***
Bachelor of Computer Sciences	-	-	-	-	4
B. Ed/B. Ed (Arabic)	-	-	-	17	-
Primary Teacher's Certificate (PTC)	-	-	1	9	-
Certificate in Teaching (CT)	-	2	2	6	-
Arabic Teacher's Training Course (ATTC)	-	-	2	-	-
Post-graduate Diploma in ELT	-	2	-	-	1*
M.B.A	-	-	4	26***	-
M.A (EPM & TEFL)	1	7	2	4	-
M.A Fine Arts	-	-	-	-	2
M. Sc Economics	-	-	-	-	4***
M. Sc Pakistan Studies	-	4	8	8	-
M. Ed Special Education	-	-	-	8	2
M. A. History	-	-	-	-	6***
M. A. (French, German, Persian) (**)	3	-	-	-	-
M. Phil	-	-	-	19***	-
Total	**5**	**55**	**54**	**159**	**28**

(*) PGD other than ELT.

(**) These were on campus courses and discontinued.

(***)Study guides.

INSTRUCTIONAL MATERIAL PRINTED/GOT REPRINTED

Basic Functional Courses	-	-	3996	-	-
Functional (Non-credit) Courses	-	-	5269	3000	1006
Secondary School Certificate	-	-	-	217	13120
Intermediate	-	-	149725	77635	89495
Bachelor's Degree Programmes	-	-	93729	98340	186403
B. Ed	-	-	-	29114	124980
Primary Teacher's Orientation Course (PTOC)	-	-	39252	-	140505
Primary Teacher's Certificate (PTC)	-	-	11646	-	149893
Certificate in Teaching (CT)	-	-	7355	27933	131981
Arabic Teacher's Training Course (ATTC)	-	-	7850	-	4998
M.B.A.	-	-	-	5995	10528
M.A. EPM /M. Sc. Pak. Studies	-	-	-	9400	15834
M. Sc. Economics	-	-	-	-	4963
M. A. TEFL	-	-	-	-	497
M. A. History	-	-	-	-	12050
M. A. Mass Communication	-	-	-	-	5000
M. Phil	-	-	-	700	1100
Total	(*)	**283500****	**318822**	**252334**	**892353**

(*) Record not available.

(**) Programme-wise printing record of books is not available.

ESTABLISHMENT OF REGIONAL NETWORK	1975-76	1980-81	1985-86	1990-91	1996-97
Regional Campuses	-	9	13	12	9
Regional Centres	-	-	1	14	19
Regional Co-ordinating Offices	-	-	-	2	4
Total	-	**9**	**14**	**29**	**32**
PROVINCE-WISE REGIONAL NETWORK					
N.W.F.P.	-	1	2	5	5
Baluchistan	-	1	1	3	3
Sindh	-	2	3	6	9
Punjab	-	4	6	10	10
Islamabad (F.A)	-	-	-	1	1
Azad Jammu & Kashmir	-	1	1	2	2
FANA	-	-	1	2	2
Total		**9**	**14**	**29**	**32**
STUDY CENTRES					
General and Technical	-	89	309	450	998
Model	-	-	40	70	70
Total	-	**89**	**349**	**520**	**1068**
PART- TIME TUTORS					
Senior Tutors	-	-	27	24	65
General and Technical Tutors	-	764	1303	4209	12865
Total	-	**764**	**1330**	**4233**	**12930**
CENTRAL LIBRARY STOCK POSITION					
Acquisition during the year	5687	12953	2866	4901	2440
Total number of books	7423	22503	24346	62462	81409
REGIONAL LIBRARIES	-	1	11	11	28
MEDIA SUPPORT					
Radio Programmes Produced	18	135	161	146	62
TV Programmes Produced	31	56	19	13	4
Radio Programmes Presented	13	540	801	468	300
TV Programmes Presented	13	87	106	101	152
AIOU STAFF					
Total Employees	69	352	691	1045	1273
Staff in BPS-17 and above	24	87	134	221	238
Staff in BPS-1 to 16	45	265	557	873	932
Academic Staff (*)	11	42	63	90	103
(*) Also included in (i) Total employees and (ii) Staff in BPS-17 and above.					
FINANCE (Rs. in Millions)					
Government Grant Recurring	4.25	10.089	24	38.189	76
Development	4.5	7.6	7	14.43	3.5
OWN RESOURCES					
Others	-	-		-	21.578
Fee	-	2.084	12.084	30.547	145.606

		1975-76	1980-81	1985-86	1990-91	1996-97
Utilitization/Sale of IET studios material		-	-	0.046	0.653	0.433
Sale of special publications		-	-	-	0.006	-
Assistance from foreign Agencies/Projects		2.5	2.4	2.7	5.4	3.284
Total expenditure	Recurring	3.342	13.622	33.039	73.838	217.756
	Development	0.749	11.5	10.8	4.544	5.334

PROGRAMME-WISE AND GENDER-WISE COURSE ENROLMENT

	1996-97			*1997-98*		
PROGRAMME/LEVEL	***MALE***	***FEMALE***	***TOTAL***	***MALE***	***FEMALE***	***TOTAL***
Agriculutural (Non-credit) Courses	60	5	65	118	10	128
Functional other than agricultural (Non-credit) Courses	476	447	923	682	721	1403
Open Tech Courses	-	-	-	1906	16	1922
Secondary School Certificate	178	21341	21519	2957	29567	32524
Intermediate	45219	36938	82157	54123	46326	100449
BA/BBA/B. Com.	61050	23910	84960	69597	30281	99878
B.Sc Primary Eye Care Programme*	28	20	48	91	62	153
Bachelor of Computer Sciences (BCS)	-	-	-	2762	86	2848
BA Fine Arts/Design	-	-	-	84	160	244
MA Educational Planning & Management	746	276	1022	772	354	1126
M.Sc. Pakistan Studies	1495	969	2464	1577	1044	2621
M.A (TEFL)	139	109	248	101	74	175
Master of Business Administration (MBA)	6514	1155	7669	8231	1169	9400
PGD/M.Sc Community Health & Nutrition	144	38	182	571	118	689
M.Sc. Economics	1472	381	1853	1484	569	2053
M.A. History	617	199	816	815	298	1113
M.A Distance and Non-formal Education	-	-	-	7861	1734	9595
PGD/M.Sc in Women Studies	-	-	-	20	36	56
M. Ed Special Education	1317	530	1847	1541	530	2071
M. Ed DNFE & Teacher Education	-	-	-	4612	784	5396
Bachelor of Education (B. Ed)	39356	26920	66276	46826	60168	106994
Certificate in Teaching (CT)	62650	59602	122252	54653	76969	131622
Primary Teacher's Certificate (PTC)	53097	64707	117804	56890	73097	129987
Primary Teacher's Orientation Course (PTOC)	7907	4608	12515	4763	2512	7275
Arabic Teacher's Training Course (ATTC)	1101	1184	2285	1652	2081	3733
Population Education For Secondary School Teachers	-	-	-	56	66	122
M. Phil Iqbaliat	99	43	142	68	32	100
M. Phil Islamiat	105	3	108	129	4	133
M. Phil Urdu	101	60	161	116	44	160
M. Phil Education	417	128	545	474	135	609
Post-graduate Diploma/Certificate in Management	394	37	431	30	7	37
PGD (TEFL)	822	319	1141	954	487	1441
Diploma in Computer Applications	6007	301	6308	7013	432	7445
Diploma in Computer Maintenance	73	-	73	74	-	74
Total(**)	**291893**	**244283**	**536176**	**334195**	**330127**	**664322**

(*) This programme is being offered only in Rawalpindi/Islamabad.

PROVINCE-WISE AND GENDER-WISE COURSE ENROLMENT 1996-97 AND 1997-98

	1996-97			*1997-98*		
PROVINCE/AREA	***MALE***	***FEMALE***	***TOTAL***	***MALE***	***FEMALE***	***TOTAL***
N.W.F.P.	70863	21857	92720	72366	29393	101759
Baluchistan	4145	2170	6315	4982	3439	8421
Sindh	32794	6728	49522	33763	20296	53969
Punjab	157607	177226	334833	195156	245413	440569
Azad Jammu & Kashmir	9042	13372	22414	8625	15184	23809
Islamabad (F.A)	12480	9879	22359	14408	12910	27308
FANA	4962	3051	8013	4985	3492	8477
Total (**)	**291893**	**244283**	**536176**	**334195**	**30127**	**664322**

(**) Overseas and Projects course enrolment have not been included.

STATISTICS AT A GLANCE (1975-76 TO 1997-98)

Year of establishment	1974
Course enrolment	4555395
Student enrolment	1856694
Gender participation rate	Male 50% Female 50%
Completers/Awards (up to May 98)	316182
Courses being presented	512
Courses offered under Short-Term Educational Programmes (STEPs)	83
Enrolment – STEPs (1997-98)	2000 (Approx)
Tutors	60861
Study Centres	12382
Books Printed	8534156
Radio Programmes Presented	11463
T.V. Programmes Presented	2291

STUDENTS PROFILE (Participation Rate)*

AGE DISTRIBUTION

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

OCCUPATIONAL DISTRIBUTION

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

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

NWFP	Baluchistan	Punjab	Sindh	AJK	FA	FANA
15%	1%	66%	8%	4%	4%	2%

URBAN-RURAL DISPERSAL

Rural	Urban
58%	42%

Data Based on the research studies of REC.

Footnotes:

1. All statistics relate to an academic year.
2. Academic year consists of Autumn and Spring semester.
3. Each column represents figures for the year falling in it only.

Faculties of AIOU:

1. Faculty of Arabic and Islamic Studies.
2. Faculty of Basic and Applied Sciences.
3. Faculty of Education.
4. Faculty of Social Sciences and Humanities.

DATES OF ADMISSIONS:

1st May (Autumn Semester)
1st November (Spring Semester)

GLOSSARY OF TERMS

M	:	Male
F	:	Female
T	:	Total
MT	:	Male total
FT	:	Female total
IFE	:	Integrated Functional Education
FEPRA	:	Functional Education Project for Rural Areas
BFEP	:	Basic Functional Education Programme
IFLP	:	Integrated Functional Literacy Project
ILP	:	Islamabad Literacy Project
SSC	:	Secondary School Certificate
PGD	:	Post-graduate Diploma
ELT	:	English Language Teaching
TEFL	:	Teaching of English as a Foreign Language
EPM	:	Educational Planning and Management
DNFE	:	Distance and Non-formal Education
NWFP	:	North West Frontier Province
FANA	:	Federaly Administrative Northern Areas
FA	:	Federal Area
Approx	:	Approximately
Govt.	:	Government
Pvt	:	Private

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Data Collection and Compilation:	Waqar Ahmed Siddiqi, Research Assistant

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RESEARCH AND EVALUATION CENTRE
ALLAMA IQBAL OPEN UNIVERSITY
ISLAMABAD

AIOU-AM____(99)/PPU-12-7-1999.

DAWN SATURDAY, AUGUST 14, 1976

The National Anthem

Blessed be the sacred land
Happy be the bounteous realm
Symbol of high resolve
Land of Pakistan
Blessed be thou citadel of faith.
The Order of this sacred land
Is the might of the brotherhood of the people
May the nation, the country and the State
Shine in glory everlasting
Blessed be the goal of our ambition.
This flag of the Crescent and the Star
Leads the way to progress and perfection
Interpreter of our past, glory of our present,
Inspiration of our future,
Symbol of Almighty's protection.

The National Anthem of Pakistan was written in Urdu by poet Abul Asar Hafeez Jalandhari. It was rendered into English by late Mr. Altaf Hussain, Editor of "Dawn". This English version has been calligraphed by Dr. Mahmudur Rahman, a noted writer and Editor PJDE.