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EDITORIAL

DIGNITY OF LABOUR

Labour occupies a significant place in the sphere of human life. The process of development cannot be imagined without the concept of labour. Labour is absolutely the Law of Nature. Not only did the man struggle hard to save himself against the hostile forces of nature, but he has also had strived to gain his rightful place as a citizen of the world.

All the pious persons, scholars and distinguished personalities of the very old ages were fully aware of the importance and far-reaching effects of labour not even on the lives of the human beings, but its impact on earth as well. Throughout their lives, these people had inspired their followers to turn the barren earth into orchard. The history reveals that when Hazrat Adam (A.S) descended on earth, it didn’t appear to be as greeny, as gorgeous, as splendid and as beautiful as it looks now. This first man, stepping on earth hundreds of thousands of years ago, was the most laborious figure who gave a good look to this world and turned this deserted globe into such a space, having gorgeousness all around. This fact reveals the theory of labour. And towards this historical aspect, Allama Iqbal has very logically indicated in his following verses:

Although I happen to be guilty,
And a figure thrown out of paradise,

But (my Lord), all your angels,
Couldn’t turn this barren earth
Into a place of peace and pleasure!

Great emphasis has been laid upon the dignity of labour in Islam. The Muslims are required to act with confidence, to strive hard and to draw inspiration from prayers during hardship and toil. According to the Islamic ideology, the secret of the actual bliss of life lies in Amal. The blessings of this world and the hereafter are achieved only by dint of hard labour. This is very nicely put down in the Holy Quran:

“Verily God will not change His gifts to men,
Till they change what is in themselves.’
According to Islam, the whole world has been created for the benefit of human being. And even the universe has been kept under the command of men. These facts cannot be understood without the concept of labour. It is absolutely the Labour which enables us to get benefit of the unbounded counts from the world and to maintain its command as well. For these tasks, we should adopt the concept of labour and adhere to this valuable theory in the sphere of life – whether acquiring education, teaching students, preparing for examinations or even completing assignments. These tasks require LABOUR and we shouldn’t ignore it at any cost.

Dr. Mahmudur Rahman
Editor
AIMS OF EDUCATION IN THE LIGHT OF IQBAL’S PHILOSOPHY

By
Muhammad Dilshad*
and
Dr. Akhtar Ali**

Abstract

Iqbal, through his writings, has made a significant impact on the lives of Muslims of the subcontinent in particular and on the socio-political scenario of the region in general. In the development of his philosophical outlook, Iqbal has drawn from Holy Quran, and both from Eastern and Western systems of thought. This paper examines Iqbal’s philosophical ideas in three main domains i.e. reality, knowledge and values. His Concept of Ego has especially been discussed. Finally, the significant aims of education that emerge from Iqbal’s philosophy have been identified. It is concluded that the teacher and environment of educational institutions, besides teaching-learning contents, will play an important role in materializing these aims.

Introduction

Dr. Muhammad Iqbal (1877-1938), the poet-philosopher, had made a significant impact on the lives of Muslims of the subcontinent in particular and on the socio-political scenario of the region in general. His philosophical ideas, expressed mainly through his poetry, have won a great deal of attention and respect from the critics throughout the world. In the development of his philosophical outlook, Iqbal has drawn both from Eastern and Western systems of thought. However, the Holy Quran and the traditions of the Holy Prophet (PBUH) remain the main sources of inspiration for him. The mystic writers such as Rumi and Ghazali, pantheistic thinkers such as Ibn-e-Arabi and Al-Jili, and the scholastic theologians have also influenced the philosophical thought of Iqbal. (Kazmi, 1997: p.1). Among the Western thinkers, Vahid (1959: p.60) observes, he came under the influence of Greek philosophers, German idealists such as Kant and Fichte and the more recent European philosophers such as Nietzsche and

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Bergson. In his writings, Iqbal has reflected on a variety of problems and issues relating to religion, ethics, mysticism, philosophy, politics, education, etc.

As a matter of fact, Iqbal was not an educationist in true sense of the word. However, we can find in his writings and speeches he delivered at different occasions certain fundamental principles that may guide us to evolve a sound system of educational practices consistent with our ideology and modern needs. The teachers especially may benefit a lot from his enlightening Theory of Self in building their pupils’ personalities and characters. This paper is an attempt to infer and highlight the aims of education in the light of philosophical thoughts of Iqbal.

Concept of Reality

Kant classifies things into two categories: (i) Noumena – things in themselves and (ii) Phenomena – things as they appear to one. To him, human reason is unable to know the noumenal world as it cannot transcend the boundaries of time and space. What human being can know are the phenomena – the physical world as it exists in time and space, whose nature is essentially subjective. Kant, therefore, believes that metaphysics-knowing the ultimate reality is impossible. Iqbal agrees with Kant in that the capacity of human reason is restricted to only things as they appear to us in this physical world. But as regard the possibility of apprehending the noumena, he contradicts Kant. Iqbal identifies another level of experience namely intuition, which reveals “the reality in itself” as it is free from spatio-temporal determinations. To Iqbal, intuition is not perception nor thought but a unique experience that makes metaphysics possible. (Kazmi, 1997 : p.9). By definition, ultimate reality is self-existent, and permanent or immortal. According to Iqbal, ultimate reality is God. (Sharif, 1983 : p.1625).

Concept of God

Iqbal, being a true Muslim, believes in the oneness of God and Prophethood of the Holy Prophet (PBUH) and presents a Quranic concept of God in his writings. According to him, God is “the ultimate ground of all experience, a rationally directed creative will which we have found reasons to describe as an ego.’ (Iqbal, 1996 : p.50). To explain the individuality of God as Ultimate Ego and Perfect Ego, he (1996 : p.50) in his “Lectures” quotes the following Quranic verses:

“Say: Allah is one;
All things depend on Him;
He begetteth not, and He is not begotten
And there is none like unto Him’ (112 : 1-14)
Iqbal thus suggests that God is infinite and the most unique individual (Nicholson, 1955 : p.xix). He argues that God being super-physical and super-empirical, cannot be conceived within any given psycho-physical parameters. He can only be conceived as superior to physical entities.

To support the concept of individualistic God, Iqbal further argues that since “the real test of a self is whether it responds to the call of another self” (Ashraf, 1973 : p.107). God is ego because He responds to the desires and prayers of human being. God is not static spirit, maintains Iqbal, rather a dynamic and creative one. “God’s infinity is intensive, not extensive” (Iqbal, 1996 : p.52), and comprise the infinite inner possibilities of Omniscient and Omnipresent. To Iqbal, God can be conceived only through intuition.

**Concept of Universe**

Despite its rich variety and diversity, Iqbal considers the whole universe to be an organic unity. (Rafiuddin, 1981 : p.92; Munawwar, 1991 : p.27). He says:

\[
	ext{حقیقت ایک ہے بھرے کے ناک کو ہوتے نہیں بھورے}
\]

\[
	ext{ابو نورشید کا ناک امر دنے کا دل جنی}
\]

“The reality of all things is one, be they terrestrial or celestial, The blood of the sun runs through the heart of an atom, should one cut it open”

*(Bang-i-Dara)*

He again asserts:

\[
	ext{زبان ایک ہے جات ایک کانک کھن ایک}
\]

\[
	ext{دل میں نظری قسم ترمیم و بہیم}
\]

“Time is one, life is one and the Universe is one, It is the height of folly, this talk of old and new"

*(Zarb-i-Kalim)*

To Iqbal, the unifying force of the universe is God, who transforms the diversities of the universe into unity. Iqbal identifies the following characteristics of the universe:

1. The universe is real: Repudiating the Platonic notion of universe, Iqbal endorses that universe with all its physical objects is real. It is neither an illusion nor an evil to be tolerated or conceived as worthless (Khan, 1977 :
p.114). He rejects the attitude of “escapism” and stresses that universe must be taken as reality to be reckoned with. To support his point, he (1996 : p.8) alludes to the Quranic verse: “Verily in the creation of the Heavens and of the earth, and in the succession of the night and of the day, are signs for men of understanding; who standing and sitting and reclining, bear God in mind and reflect on the creation of Heavens and of the earth, and say: ‘Oh, our lord! Thou hast not created this in vain’” (3 : 190-91).

2. Creation of the universe is purposeful: The universe, Iqbal maintains, is not a result of the creator's creative sport, nor its creation is accidental. Rather it has meaningful purpose and serious end. Iqbal (1996 : p.8) quotes the Quranic verse:

“We have not created the Heavens and the earth and whatever is between them in sport. We have not created them but for a serious end: but the greater part of them understand it not.” (44 : 38-39)

3. The universe is an unfinished entity and is capable of extension: Iqbal believes that “nothing is more alien to the Quranic outlook than the idea that the universe is the temporal working out of a pre-conceived plan.” To him, universe has potential to grow further. He makes mention of the following Quranic verses:

“He (God) adds to His creation what He will” (35 : 1)

As regards the nature of the universe, Iqbal condemns the idea of block universe and finished product, which is immobile and incapable of change.

He points out:

“It is a growing universe and not an already completed product which left the hand of the maker age ago, and is now lying stretched in space as a dead mass of matter to which time does nothing, and consequently nothing;”

The same point is reflected in the following verse:

بي كانات اگی تا تامم ہے شاید
کر آ ری ہے دادم صمیم ہے کی لیلی!

“This universe is perhaps 'incomplete'
As every moment comes the sound: “Be and it was.” (Bal-i-Jibril)
In the process of creation, Iqbal holds, man shares with God “inasmuch as he helps to bring order into at least a portion of the chaos” (Nicholson, 1955: p.XVIII).

Concept of Man

Iqbal recognizes the unique individuality of man in the universe. With reference to Quran, Iqbal (1996: p.76) points out the following three things that make him unique human being:

1. Man is the chosen creature of God.
2. Man, with all his faults, is meant to be the representative of God on earth.
3. Man is trustee of a free personality which he accepted at his peril.

According to Iqbal, man is self-contained exclusive centre physically as well as spiritually, but he is not yet a complete and perfect individual (Kazmi, 1997: p.14). His closeness with God determines his perfection as an individual. Iqbal’s perfect man or Mo’mín as Nicholson (1955: p.XIX) observes, is he who comes nearest to God. He does not get absorbed in God rather he absorbs God into himself. Iqbal seems to reject Nie-tzsche’s concept of ‘superman’ or Satre’s idea of man, who is condemned to be free and who has no conception of God. In contrast, Iqbal’s ‘perfect man’ accepts God’s existence, tends to proclaim his own ego and takes part in the process of creativity alongwith the ultimate creator (God). To Iqbal, man is the crown of creation for whose service God has created everything on the earth-mountains, plains, sun, moon, etc. Man as opposed to somewhat passive features of other objects, is characterized by alertness, wakefulness, creativity and motion. He says:

"Everything in this world is reconciled to its fates, Man’s energies alone are intensively demanding." (Zarb-i-Kalim)

Iqbal delineates a very comprehensive concept of man who possesses limitless divine potentialities and qualities. To Iqbal, “man is unanalyzable, unpredictable and free and is always an open possibility.” (Kazmi, 1997: p.15). The following verse explains the finite but boundless nature of man:

"A man is ocean that is vast and free, Its very drop is like the boundless sea." (Zarb-i-Kalim)
Concept of Knowledge

Epistemology deals with the problem of knowledge. Iqbal’s epistemology is identical with the epistemology of the Holy Quran (Anwar, 1987: p.89). Iqbal believes that knowledge is not a deterministic nor it is limited to one or two sources. Rather, it may be yielded through a variety of sources, e.g., senses, intellect, intuition, etc. In his writings, Iqbal has shed light on the relative significance of these sources of knowledge.

Sense Perception

Iqbal defines knowledge as “sense perception elaborated by understanding” (Anwar, 1987: p-89). Sense perception, to Iqbal, is a normal level of human experience, but is still important in capturing the observable aspect of reality. With reference to Quran, he points out that the whole nature, e.g., sun, moon, alternation of day and night, variety of human colours and tongues, etc. forms the signs of the Ultimate Reality. The human beings, who strive for maintaining their lives, can not afford to overlook the reality that dwells in the external environment. Iqbal attacks Plato who “despised sense apperception, which in his view, yielded mere opinion and no real knowledge.” (Iqbal, 1996: p.3). Iqbal considers Plato’s standpoint against the Quranic teachings that ‘regard hearing’ and ‘sight’ as the most valuable Divine gifts. He also maintains that the culture of Asia and generally the whole world failed, “because they approached Reality exclusively from within and moved from within outwards.” (Iqbal, 1996: p.12).

Iqbal deems knowledge gained through sense experiences highly useful. In his letter to K. G. Saiyidain, Iqbal wrote: “I have generally used the word ‘knowledge’ in the sense of knowledge based on the senses. It gives man power which should be subordinated to Religion. If it is not subordinated to religion, it is a Satanic force. This knowledge is the first step to true knowledge ....” (Saiyidain, 1977: p.89). He highlights the importance of sensual knowledge in the following verse:

علم حق أول حواس اختر حضر
کچھ اور کچھ در Sơn

“The knowledge of Truth is gained first through the senses and then through direct realization.
Its ultimate stages cannot be encompassed with consciousness:
(Javed Namah)

Knowledge (ILM), according to Iqbal, is of immense value if it is combined with religion. He asserts: “A Muslim should try to convert such
knowledge, which is based on senses and is the source of limitless power, to Islam i.e. transform this (unbeliever). Bu Lahb, into (the perfect Momin), Ali. In other words, if the power of knowledge is inspired by religion, it is the greatest blessing for mankind.” (Saiyidain, 1977 : p.90)

Thus, utility of the sense perception is not denied by Iqbal. However, he recognizes its handicappedness to perceive the ultimate truth as a whole. He says:

"Life is a thing quite different from knowledge
Life is the burning of soul, while knowledge burns the brain,
Through knowledge one can get wealth, power and pleasure,
But the difficulty is that through it one cannot get any clue of one’s own self”.

(Zarb-i-Kalim)

Intellect

For intellect, Iqbal in his poetry has also used the words Aql and Khirad. Iqbal does not deny the importance of reason in human life as Quran recognizes the superiority of man over angels for his rationalistic attitude. “Sensation being a chaotic jumble, upholds Iqbal, cannot lead to knowledge. It is reason that imparts harmony, organization and coherence to this chaotic jumble and moulds it into a knowledge yielding pattern” (Khatoon, 1960 : p-93). Iqbal asks for reflective observation, but more abstract thinking without sense experience is considered less valuable rather dangerous by him. In making comparison between intellect and love or Ishq, he establishes superiority of Ishq over intellect. At the same time, “he does not liberate Ishq from intellect altogether, as Ishq not limited by intellect may lead to chaos: (Khan, 1999 : p-30). To Iqbal, they both attempt to pursue the goal, but through different mechanisms.

"Both move towards the goal, both are the leaders of the caravan, Intellect conveys through a plan, love conveys through a pull."
As a normal level of experience or knowledge, Iqbal discerns the role of intellect in knowing the reality. Over-intellectualism or reasoning without love is violently attacked by Iqbal as it does not give full consciousness of reality. In his poetry, Iqbal repeatedly highlights the shortcomings of intellect as compared to love or intuition or heart:

بہذ سے ماہر روشنی نہ سمجھے
بہذ کیا سے پہلے؟ چاہے گرددی

"Reason gives sight to the wayfarer.
Reason? It is the lamp that lights the path.
But that which is going on inside the house,
What does the lamp outside know of it." (Bal-i-Jibril)

Keeping in view the importance of intellect in worldly affairs, Iqbal points out that it dominates the whole world but the 'heart' tends to challenge it:

بہذ ناکی و نوری پھیکت سے بہذ کے
بہذ کے سے جسیں عقل خداوند کی زندگی
عالم سے تمام اس کے جلال ازی کا
اک دل سے کہ بہذ نبی اللہ اپنے بہذ سے

"Clay-made man and angelic hosts:
All are swayed by wit and mind;
Not lies beyond the reach of wit,
Bestowed by God benign and kind.
Its lasting grandeur holds the world
In perpetual chains that do not break.
The heart alone some courage shows
And full of range at wit can shake." (Zarb-i-Kalim)

According to Iqbal, reason is merely a light of path; it cannot guide us to the destination. He asserts:

گزر بھی عقل سے آگے ک کیے ہؤر
چاہے چاہے دار سے منزل چھتیں

"Leave reason behind: for it is the lamp
That shows the road, not marks the destination." (Bal-i-Jibril)
Faruqi (1975 : p.21) identifies the following reasons for which Iqbal considers the knowledge yielded by intellect unsound and unreliable:

1. Intellect working with its concepts gives us an external view of things, and cannot throw any light on its nature.
2. The knowledge yielded by intellect is relative since it is based on classification (identifying resemblances and dissimilarities) of object, and it is determined by our selective interest and purpose.
3. Intellectual knowledge is essentially abstract and partial.
4. Intellectual knowledge is static whereas reality is organic, living and developing.
5. Knowledge yielded by our discursive intellect is analytical: it lacks clarity.

Iqbal says:

شاطِ راه روشَ غمَ ارائه پیل
پیکر خشیں کے چک فی دار

"Do not seek guidance from the intellect which has a thousand wiles. Come to love which excels by the singleness of its purpose."

(Piyam-i-Mashriq)

Intuition

Iqbal identifies intuition with love (Ishq) and Heart (Qalb). In his letter to Saiyidain (1977 : p.90), Iqbal reflects on the nature of intuition: “Knowledge which cannot be circumscribed within consciousness and which is final stage of truth, is also called love or intuition.” The notion of love is elucidated by him in a letter to Prof. Nicholson. “This word is used in a very wide sense and means the desire to assimilate, to absorb. Its highest from is the creation of values and ideals and the endeavour to realize them.” (Nicholson, 1955 : pp.XXV-VI). To Iqbal, knowledge through love or intuition means knowledge through the heart, wherein we have change but no succession, pure duration but no serial time.

In his “Reconstruction”, Iqbal (1996 : pp.1.4-18) has identified five distinctive characteristics of religious experience:

1. It is immediate because one comes directly in contact with reality without the mediation of sense or reason.
2. Intuition is an unanalayzable whole in which the ordinary distinction of subject and object does not exist.
3. The mystic in his experience comes into contact with the whole of reality in contrast to the ordinary intellectual experience wherein one only grasps a part of reality at a time.

4. The intuitive experience or state of love is incommunicable.

5. Because of his contact with the Eternal, the mystic feels that time is unreal.

It is important to note that Iqbal ranks intuition among the other normal levels of experience. However, he regards intuition the higher form of intellect. In his poetry, he emphatically delineates the importance of intuition or love as compared to other sources of human knowledge. He visualizes intuition as a double edged sword in man's hand. With one edge he invades the ultimate reality; with the other he invades the universe. According to Iqbal, love distinguishes man from other beings. It enlivens and strengthens the self or ego of the man.

اًز میت پیل خویی همک کم شو
تَنْگ فرآده عالم شو

"When self is fortified by love,
It becomes the law-giver to the world." (Israr-e-Khudi)

Iqbal considers intuition superior to intellect because “intuition catches the glimpses of the ultimate reality while intellect fails to achieve that goal on account of its inherent imperfection.” (Faruqi, 1975 : p.31)

Iqbal says:

بہ کسی بے جانے دی جانے کے گھم
کی لئے دلز رخ زندگی کی تِن رضایت

"Every complicated thought cannot be expressed in words,
Dip a while into the heart, thou mayst find it there."

(Piyam-e-Mashriq)

It is important to note that in Iqbal’s theory of knowledge “sense perception, reason and intuition, all are combined in an organic whole.” (Khatoon, 1960 : p-91) He views these sources of knowledge complementary to each other. To see the reality as a whole, it is necessary to supplement intuition with intellect. The knowledge would remain narrow, partial and lifeless unless intellect is supplemented by intuition. (Faruqi, 1975 : p.27). Iqbal points out: “Intelect, divorced from love, is a rebel (like Satan) while intellect, wedded to love, has divine attributes” (Saiyidain, 1977 : p.90). To him, when love is accompanied by
intelligence, it has power to create new world. Although Iqbal attaches high importance to love, the great merit of his theory lies in the fact that he also gives due place to sense perception and intellect.

Concept of Ego

Concept of ego/self/individuality is the central idea of Iqbal’s philosophy. It is primarily discussed in his famous poem Asrar-i-Khudi and is developed systematically in his lectures. The self or individuality, according to Iqbal, is real and pre-eminently significant entity which is the centre and basis of the entire organization of human life. The reality of self can be apprehended through intuitive experience. In order to prove the existence of personality or self, Iqbal considers the entire universe or material world as being composed of a combination of individual egos, isolated and separated from one another. (Kazmi, 1977 : p.13) Man is a self-contained exclusive centre physically as well as spiritually but he is not yet a complete and perfect individual. Kazmi (1977 : p.14) pointes out three characteristics of ego, as postulated by Iqbal:

1. It is not space-bound in the sense in which the body is.
2. True time duration belongs to it alone.
3. It is essentially private and unique.

Life of the ego lies essentially in “will attitude” and activity. According to Iqbal, there are three stages in the evolution of ego:

i. Obedience to Divine Law.
ii. Self-Control.
iii. Divine Vicegerency.

The third stage is the highest form of egohood, where man acts as vicegerent of God on earth. He becomes the most complete ego with highest power and highest knowledge. But to reach this stage, he has to cross the earlier stages. He has to obey the commandments of Allah and Holy Prophet (PBUH) and exercise control over his wild instincts.

Iqbal believes that of all the living creatures, man has achieved the highest measure of individuality and is most conscious of his own reality. (Abbas, 1989 : p.134). The ego is man develops and grows when he creates new desires and ideals, and struggles hard to achieve them. The maximum growth of man's individuality is not possible in isolation. Iqbal (1996 : p.82) observes: “The life of ego is a kind of tension caused by the ego invading the environment and the environment invading the ego. The ego does not stand outside this arena of
mutual invasion." Therefore, ego has to establish connection with the outside world, society and even with the ultimate reality. It has to operate in cooperation with others for mutual interest. The greater man’s distance from God, the lesser is his individuality. Various factors which according to Iqbal strengthen human personality are love, faqr, courage, tolerance, kashb-i-halal (lawful earning) and taking part in creative and original activities. The factors which weaken the ego and are to be avoided are fear, su'al (asking or begging) slavery, and pride of one’s origin or stock (Tufail, 1966: pp.58-59).

Concept of Values
As regard Iqbal’s conception of values, the following points are important:

1. There are no fixed and unchangeable values.
2. Personality or ego determines the standard of value.
3. Values are instrumental.

Tufail (1966) has discussed in detail five categories of values in the light of Iqbal’s philosophy:

i. **Religious Values:** Iqbal believes that religious truth i.e., existence of God; oneness of God; Prophethood; the reality of self; its freedom and immortality, etc are of supreme value. Belief in God is the central point of all the fundamental values of Islam, e.g., equality of mankind as the vicegerent of God on earth, social justice, liberty, tolerance, rationalism and the closest scrutiny of physical world and natural phenomena.

ii. **Ethical Values:** A conduct or act is right or good when it is according to rule (Shariah), otherwise it is wrong or bad.

iii. **Social Values:** According to Iqbal, the first and foremost value of the ideal society is that it is based on spiritual consideration like monotheism (unity of God). The universal brotherhood, social justice, respect for dignity of each individual, development of the communal ego or national spirit and safeguarding maternity are important social values.

iv. **Political Values:** Iqbal looks for Islamic democracy as a social order to implement the concepts of equality, brotherhood, liberty, justice and humanitarianism. He places high value to the political wisdom of the individuals rather than numerical majority. He criticizes the Western democracy in “Bal-i-Jabril”. Iqbal seems to advocate the use of *ijihad-
independent judgment and interpretation of law in the light of the changed and changing circumstances.

v. Economic Values: In line with the tenets of Islam, Iqbal favours economic independence, widest distribution of wealth and Kash-i-Hala (lawful earning), and condemns su'a (asking, beggary), hoarding, usury, circulation of wealth only among the well-to-do, low standard of living, of the masses, marked differences in economic classes, gambling, speculation, and other undesirable trade practices.

Aims of Education

Aims of education may be defined as broad intents which are meant to provide direction to the education system of any country (Hashmi, 1995). Page and Thomas (1991, p.16), in “International Dictionary of Education”, define aims as “general statements of intents made by teachers and other educators.” Contrasting aims with objectives in the process of curriculum development, they point out that aims are prescriptive goals for the teacher while objectives identify what the learner is intended to do at the end of the process. For educational planners, curriculum developers and educators, aims serve as general guidelines to derive educational goals (narrower than aims) and instructional objective (more specific) to be pursued by educational institutions.

Education, according to Iqbal, is not an end but a means to end. Since education is a social institution, it is responsibility of society to educate the children. The important aims of education as postulated by Iqbal are being discussed below:

1. Development of Individual and Collective Ego

According to Iqbal, “the highest aim of education is to strengthen the individuality of all persons so that they may develop their potentialities” (Farudi, 1963 : p.42). Schooling must enable the child to unfold and nourish his latent powers and faculties, and make an active use of them. Iqbal’s conception of individuality conforms to the Islamic teachings. He maintains that the Quranic concept of ego emphasizes “the individuality and uniqueness of man and has a ability o self-actualization, he also calls teachers for developing in learners the collective or communal ego which is the subject of his Persian poem Rumuz-i-Bekhudi. Educators must instill national spirit, ideals, values and traditions in the minds of children so that they as adults are aware of national character and are
prepared to observe it. The growth of individuality, Iqbal believes, is not possible in isolation, instead individual lives, moves and exercises his norms and has his being in community (Kazmi, 1997). Depending on society for self-expression and self-realization, man gains a unique sense of power and collective purpose through active participation and living membership of community. Iqbal says:

"The individual is alive only to his relationship with the community.
alone, he is nothing.
The wave’s existence is in the river, outside the river, it is nothing."
(Bang-i-Dara)

At the same time, society gets strengthened by its members who tend to lose themselves in the service of community and enter into the ever lasting life. He observes in Armaghan-i-Hijaz.

2. Preservation of Culture
Iqbal seems to give education an ideological orientation (Ahmad, 1961), and is opposed to education which is not grounded in the culture of the nation. He pleads fervently for tailoring and adopting the education system which is in line with our traditions and ideals. He asserts:

"Seek not the bounty of the glass-blowers of the West
Make your own world from the clay of India” (Bal-I-Jibril)

Education, to him, is a tool for preservation of cultural heritage to be transmitted from one generation to another generation through schooling. Preservation of culture ensure the survival of the society. National history, according to Iqbal, is as important for a nation as memory is vital for an individual. In this sense, Islamic history and ideology in the form of basic beliefs, values and practices constitute the essential content of education. Apart from
preserving the nation's culture, Iqbal also expects educational institutions to be instrumental in refining and re-con structing it to meet the challenges of modern times.

3. Conquest of the Natural Environment

Nature is the great source of power. Education should enable the individuals to control natural resources and use them for their benefits. Adjustment to environment, naturalists believe, is one of the important educational aims. Iqbal takes a different position compared to naturalists when he asserts that "not adjustment, but the conquest of the environment is the real aim of education" (Faruqi, 1963 : p.37). Individual should be equipped with the required knowledge, tools and techniques to master the material environment, and to reshape and re-mould it according to his own needs and desires. Knowledge of science, thus, occupies a significant place in Iqbal's scheme of education. It gives power to man, which enables him to capture the material world.

4. Development of Powers of Thinking and Action

Education traditionally focuses on the intellectual training of the individual. This educational aim is also endorsed by Iqbal. Yet, Iqbal does not agree with the philosophy of life denial and lays much emphasis on education that prepares man for the fulfillment of life. To him, life is not static rather dynamic. It demands from man the persistent struggle and action. Education must stimulate him to operate on environment actively, creatively and purposefully. Iqbal wants development of student's personality by activity, creativity and originality to prepare him for the conquest of material forces of the environment. Thus, Iqbal's theory of education becomes activists in its nature.

5. Character Building

Al-Ghazali, a renowned Muslim philosopher, holds: "Education must not only seek to fill the young mind with knowledge, but must, at the same time, stimulate the child's moral character and stimulate him to the properties of social life" (Ahmad, 1961 : p.68). In line with Al-Ghazali's point of view, Iqbal endorses that unity of character supplements and complements the unity of thought. He gives expression to this point in these beautiful lines:

آه! آل راز سے راشف سے نہ طالب نہ فقیر
دعت افکار کی ہے وہ دعت کردار ہے خام

"Ah! Neither the Mulla nor the Jurist is aware of the fact that unity of thought without unity of character is incomplete and wanting"
Character formation of the learners must be given prime emphasis by educators. To Iqbal, preparation of “True Muslim” should be the prime aim of education. Ego is the central attribute of man of character. The other qualities education must cultivate in the individual are: courage, tolerance, faqr, obedience, self-control, freedom, fearlessness, sacrifice etc.

Conclusion

The aims of education that come forth from the Iqbal’s philosophical standpoints on various significant issues may be classified into three broad categories (Hussain, 1982 : p.71).

i. A spiritual interpretation of the universe: Iqbal asks Muslim to create a new world order by integrating science with religion in their education system.

ii. Spiritual emancipation of the individual: Iqbal considers the personality of Holy Prophet (PBUH) as the source of spiritual emancipation of all the mankind of all times to come. The education system must, therefore, motivate individuals to follow the life of Holy Prophet (PBUH) as an ideal of individual spiritual emancipation.

iii. Spiritual democracy: The education system must provide instruction and training in the Islamic concepts of equality, fraternity and freedom so that students are able to practice spiritual democracy in their practical lives.

Education, according to Iqbal, is a means not an end itself. The primary aim of education is preparation for life. Besides this, education institutions should focus on development of personal and collective individuality, promotion of cultural heritage, cultivation of critical and creative thinking and character-building of the learners. In materializing these goals, the academic environment of the institutions, apart from the formal teaching-learning contents, will play an important role. Another pertinent element in this regard is ‘teacher’ who may serve, to his students, as a model of intellectual, moral and academic excellence.

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PRINCIPALS' MANAGERIAL ABILITIES AS DELEGATORS IN SECONDARY SCHOOLS, NIGERIA

By
Dr. (Mrs.) C. Olufunke Akomolafe*

Abstract
This study investigates the managerial abilities of principals in effective delegation of duties. It also examines the level of delegation and the benefits of delegation to teachers, principals and the school system. Delegation is assigning of duties or task to subordinates, supported by autonomy and authority, in which the delegators remain responsible. There is the need to understand delegation so as to enhance its effective use. Delegation is an empowerment and it is the mainspring of better work. The administrator who does not delegate, will not only be disorganized, but may spend many hours completing low-priority tasks, resulting in excessive working hours, and subsequently poor quality work. The results of this study show that the practice of delegation was adequate. The principals were able to manifest the ability to handle delegation effectively, with high level of integrity. It also reveals that the level of delegation was just moderate and that principals perceived delegation as more beneficial to principals than to the teachers. It is, however, recommended that principals should engage teachers in delegation in budget preparation, facilities maintenance and teachers’ welfare. It is also recommended that seminars should be organized to enlighten the principals more thoroughly on the principles and benefits of the delegation.

Introduction
The delegation is a tool that is required in today's school organization. There are numerous tasks and challenges ahead of school principals as administrators, which deserve to be tackled with administrative strategies that can enhance effectiveness. As school organizations grow increasingly complex, duties and responsibilities across the work force can become less well defined, often it seems as though everyone is doing everyone else job. Managerial ability is imperative in effective delegation. The delegation could be described as

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managerial tool to enhance effectiveness. According to Heller and Hindle (1998), delegation is the manager’s key to efficiency and it benefits all.

The delegation as a tool and strategy to bring out results, needs to be understood for effective use. The delegation involves entrusting another person with a task for which the delegator remains ultimately responsible. Gerard is of the view that delegation is a style of management which allows staff to use and develop their skills and knowledge to the full potential. He further said that delegation is primarily about entrusting one’s authority to others. Ibukun (1997) has viewed delegation as the authority barometer through which the extent of centralization is observed. The delegation is also perceived as assigning of duties or tasks to subordinates, supported by adequate autonomy and with commensurate authority in which the delegator remains responsible.

There is the need to understand the delegation to enhance its effective use. The delegation is empowerment and the mainspring of better work. The administrator who does not delegate, will not only seem disorganized but will spend many hours each week completing low-priority tasks. This can result in excessive hours worked by senior administrators, low morale among under-employed staff, basic process slowed down by bottlenecks, poor quality of work and missed deadlines. All these factors will have a detrimental effect on long-term performance. (Heller and Hindle 1998)

The delegation requires effective supervision. The level of experience of the delegate helps in deciding whether to adopt a hands-on or hands off approach when controlling a delegated assignment. According to (Heller and Hindle 1998), a person with a considerable amount of experience at handling similar tasks will require less supervision and control than someone with little or no experience. They are of opinion that learning process has to begin somewhere and inexperience can be overcome by good leadership. The monitoring process provides an opportunity for someone to assess and extend any delegated abilities and to supply specific skill training.

Accountability is at the very heart of delegation, so before delegates are finally selected, administrator should consider whom to make responsible for a particular delegated duty. Accountability must be strictly defined so that there is no doubt over where it lies and what it covers. Within the overall structure of the responsibility, administrators ensure that each delegate is accountable for his own particular component of the task. The “single point accountability” is not only very precise, it will also greatly reduce the risk of one giving more than one delegate responsibility for the same task, or part of a task. (Heller and Hindle 1998)
Managerial ability of delegators is a manifestation of principles of delegation in the practice of delegation, the level of delegation and the appreciation and value attached to it. The ability of the administrator to have correct attitude to his staff in terms of level of trust to work with people, to provide adequate information to staff, to give enlightenment to delegates, to choose the members of staff for relevant job, to encourage initiatives and assist staff in solving emerging problems, seem imperative in the practice of delegation. Furthermore, the ability of delegators to show satisfaction and appreciations for a job well accomplished could bring success in delegation.

The observations have shown that in the school system today, the delegation is being practiced without any reference to the principles, or essential prerequisite. The practice of delegation seems haphazard without following any land down strategy or guidelines. The purpose of this study is to find out the extent to which principals engage teachers in delegation, and examine the managerial abilities of principals in the practice of delegation. It is also to find out whether the principals perceive delegation as beneficial to the teachers, principals and the school system.

Statement of the Problem

The delegation is not a new concept in administration. It seems that people are yet to understand the principles of delegation, which could enable administrators, achieve better results. It seems the school administrators are yet to adequately engaging teachers in delegation, probably because of lack of understanding of the usage, the benefit to school administration, teachers, and the principals. The observations have shown that many teachers are yet to be involved in school administration, they seem not meeting the needs for recognition and subsequent negative attitude toward the system. It appears that the problem of inadequate involvement of teachers in school administration could be addressed through adequate delegation.

Research Questions

The following research questions have been raised to solve the problem of the study:

1. What is the practice of delegation of duties among principals?
2. What is the level of delegation of duties among principals?
3. How do principals perceive delegation of duties?

Methodology

This study was carried out through a survey. The population of the study comprises all principals in public secondary schools in South West, Nigeria. Multi-
stage and simple random sampling techniques were used in selecting the sample. Multi-stage sampling technique involves selecting subjects from the population of the study in stages, which include selection of states, schools and principals. Four states were chosen with fifty principals each making a total sample of 200.

Research Instrument
A self-constructed questionnaire, titled Principals’ Delegation and Administrative Effectiveness (PDAE) was used to gather informations from the respondents. The content validity of the instrument was certified by experts. The reliability of the instrument was established using test-retest method. The reliability coefficient was $r = 0.876$.

Data Analysis and Results
Research Q No. 1: What is the practice of delegation of duties among principals?

<table>
<thead>
<tr>
<th>Table - 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practice of delegation of duties among principals</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Items</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>1.</td>
<td>I trust people to work effectively because I have appointed then to do so</td>
<td>132</td>
<td>66</td>
</tr>
<tr>
<td>2.</td>
<td>I am loyal to my staff and I expect them to show the same loyalty to me</td>
<td>148</td>
<td>74</td>
</tr>
<tr>
<td>3.</td>
<td>I give my staff full and frank information whenever possible</td>
<td>156</td>
<td>78</td>
</tr>
<tr>
<td>4.</td>
<td>I try to do the work that must be done by me, and delegate the rest</td>
<td>140</td>
<td>70</td>
</tr>
<tr>
<td>5.</td>
<td>I ensure that delegates understand the extent of their accountability</td>
<td>136</td>
<td>68</td>
</tr>
<tr>
<td>6.</td>
<td>I am able to appoint or replace delegates quickly when required</td>
<td>152</td>
<td>76</td>
</tr>
<tr>
<td>7.</td>
<td>I appoint the best person for the job, irrespective of age, experience or seniority</td>
<td>100</td>
<td>50</td>
</tr>
<tr>
<td>8.</td>
<td>I encourage delegates to use their initiative when confronted with problems</td>
<td>136</td>
<td>68</td>
</tr>
<tr>
<td>9.</td>
<td>I make myself available to the staff and deal with any problems they have.</td>
<td>140</td>
<td>70</td>
</tr>
<tr>
<td>10.</td>
<td>I create opportunities to thank delegates for all tasks successfully completed.</td>
<td>104</td>
<td>52</td>
</tr>
</tbody>
</table>
Table 1 shows the human relation and integrity in the practice of delegation among principals. As high as 66% of the respondents indicated that they trust people, to enhance effectiveness on the assignment because they appointed them. Up to 78% of the respondents indicated that they gave full and frank information wherever possible. As high as 70% agreed that they did the work that must be done by them and delegated the rest. Up to 68% of respondents encouraged delegates to use their initiatives when confronted with problems. Up to 52% indicated that they created opportunities to thank delegates for all tasks successfully completed. A large number of the respondents also ensured that delegates understand the extent of their accountability.

The practice of delegation was adequate and with high integrity, since the principals adopted principles that could enhance its effective use which include: trusting people, loyalty to one another, provision of full and frank information, understanding the extent of their accountability, encourage delegates to use initiatives, and showing of appreciation for all tasks successfully completed. Furthermore, a significant number of the respondents believed in appointing the best persons for the job as delegates irrespective of age, experience of seniority.

Research Q. No. 2: What is the level of delegation of duties among principals?

Table 2

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Items</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>Supervisory duty</td>
<td>152</td>
<td>76</td>
</tr>
<tr>
<td>2</td>
<td>Keeping of all records</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Keeping some of the records</td>
<td>132</td>
<td>66</td>
</tr>
<tr>
<td>4</td>
<td>Budget preparation and financially involvement activities.</td>
<td>32</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>Facility maintenance</td>
<td>52</td>
<td>26</td>
</tr>
<tr>
<td>6</td>
<td>Students’ discipline</td>
<td>120</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>Teachers’ welfare</td>
<td>64</td>
<td>32</td>
</tr>
<tr>
<td>8</td>
<td>Co-curricular activities</td>
<td>172</td>
<td>86</td>
</tr>
</tbody>
</table>

Table 2 reveals the extent to which principals engage their teachers in delegation. As many as 76% indicated that they engaged teachers in supervisory duty. Up to 86% indicated that they engaged teachers in co-curricular activities. Up to 66% agreed that they engaged teachers in keeping of some school records. As high as 60% of the respondents agreed that they delegated students’ discipline.
However, a large number of item disagree on delegating keeping of all records, budgetary duty and financial involvement, facilities maintenance, and teachers' welfare.

Research Q. No. 3: How do principals perceive delegation of duties?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Items</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I delegate to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>boost morale of teachers</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>2</td>
<td>build confidence in teachers</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>3</td>
<td>reduce my stress as a principal</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>4</td>
<td>enable me focusing on area of priority</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>5</td>
<td>to avoid wasting of time on menial job</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>6</td>
<td>to develop the teachers</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>7</td>
<td>to reduce my workload</td>
<td>N</td>
<td>%</td>
</tr>
</tbody>
</table>

Table - 3 reveals the perception of delegation by principals. As many as 86% indicated that they delegated so as to focus on area of priority. As high as 88% of the respondents agreed that they delegated to avoid wasting of time on menial job while 64% of the respondents agreed that they wanted to reduce their stress as school administrator. Up to 82% of them also agreed that they delegated to reduce their workload. However, a large number of them disagreed that they delegated to develop the teachers, to build confidence in them and to boost their morale. Although, a significant number of respondents still agreed on these factors as important in delegation of duties.

Discussion

This study reveals that the practice of delegation was adequate since the principals manifested managerial ability in delegation with high level of integrity. The principles employed by the principals in delegation are germane to effective delegation. The principle of trusting people was adopted in as much as delegation cannot be practiced without having trust in subordinate. Heller and Hindle (1998) was of the view that managers often find delegation difficult because of the negative feelings of insecurity and distrust. They, however, said that the gain achieved through overcoming these feelings and beginning to trust will far outweigh any possible losses. Loyalty to the subordinates, and also loyalty to the super-ordinates is also essential in delegation, which also manifested in their practice of delegation. The fact still remains that delegation hardly possible without adequate information, and use of initiatives all these reflected in the practice of
delegation among the principals. The abilities of the principals to select delegates based on expertise irrespective of age, experience and seniority is commendable and should be encouraged. The school system cannot afford to rely on experience alone in the face of new ideas emerging in the system. The view point has made it necessary to imbibe the principle that old and experience teachers can learn from young teachers' expertise. Appreciating the contributions of subordinates is commendable to boost the morale and build confidence in them.

The level of delegation is moderate as revealed in the study. The principals engaged teachers in delegation in various sectors of the school system. The principals engaged teachers in delegation in supervision, records keeping, students' discipline and school co-curricular activities. It is noteworthy that the principals did not pay much attention to delegation of duties in budgeting, facilities maintenance and there was little delegation in teachers' welfare. The principals, being the accounting officers, are not willing to delegate activities involving fund or financial activities. Little attention to delegation of facilities maintenance calls for attention because the work seems cumbersome to manage all alone.

The principals perceived delegation as beneficial to the administration of the school system, most especially to their personal desire and subsequently their position as the administrators. They perceived delegation as important and beneficial. They believed delegation enables them to focus on area of priority. They also perceived it as a strategy to avoid waste of time on menial job, to reduce the workload, and also to reduce the stress of the school principals. The focus of delegation as beneficial mostly to administrative performance of the principals is not unconnected with their understanding of delegation. According to Gerard, delegation is a skill the people have been hearing about, but which few understand. He says people have been writing about it for nearly a millennium yet few actually understand it.

The study revealed that the principals' perception of delegation as of little benefit to teachers, but rather more beneficial to administration in particular. The principals perceived delegation as not important in boosting the morale of teachers, building confidence in teachers, and also developing teachers. The number of principals subscribing to the fact that delegation is germane in bringing positive development to teachers in the performance of their job was low. Akomolafe (2004), identifies delegation of duties as one of ways in which teachers participated in staff development activities. The principals should realize that delegation could boost the morale of teachers, because the teachers are given the recognition to participate. According to Herzberg (1968), in this two-factor theory, he perceives recognition as one of the motivator factors and this was also
supported by Maslow (1970) that recognition enhances motivation. In the school system however, delegation is important in building confidence in teachers through participation, giving position of responsibilities and supported by required authority.

Conclusion

The delegation today is the extent to which teachers participate in school activities to bring out result, and enables the teachers to participate in school administration. The delegation has enabled the teachers to participate in supervision of school activities, keeping of records, discipline of students, and co-curricular activities. Further more teacher were able to have at least little exposure in teachers welfare activities, facilities maintenance and budget preparation.

The principals were able to manifest abilities for effective delegation, which include, trusting people, loyalty to staff, administrators and organization. The provision of adequate informations ensures delegates understand the extent of their accountability, encourage initiative, accessibility to delegators and appreciating delegates efforts for tasks successfully completed.

It is noteworthy that the ability of the principals to select delegates based, on expertise irrespective of age experience and seniority, is a new development in a good direction and it is a good omen for understanding of delegation. This development does not only bring efficiency, but it is goal oriented. The principals should strive to understand delegation. They should not only perceive delegation as important in reducing stress of principals, enable them focusing on area of priority, avoid waste of time, and reducing the work load, but also as a strategy to boost the, morale of teachers, build confidence in them and also develop them on the job.

Recommendation

Based on the results of this study, the following recommendations are made to enhance effective delegation and subsequently teachers' performance and administrative effectiveness.

1. The principals should engage teachers in delegation in budget preparation, facilities maintenance and teachers' welfare so as to develop them along these lines, and then to reduce the load and stress of the principals.

2. The school authority should organize seminars and workshops on “Understanding Delegation as a management tool”, so that the principals understand more the principles of effective delegation and the benefits of delegation to teachers, principals and the school system.
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EFFECTIVENESS OF NON-FORMAL EDUCATION THROUGH THE USE OF INSTRUCTIONAL MEDIA

By
Prof. Dr. Muhammad Rashid*

Abstract
The use of instructional media in non-formal education is appreciated all over the world. Non-formal education as an alternate of formal system is the demand of developing countries. To make its use more effective, various instructional media are used. Some of the different roles of instructional media are highlighted in this paper. It was pointed out how to make the use of instructional media in non-formal education more effective.

Introduction
It is a fact that to neglect the functional non-formal educational programmes is a greatest mistake done by a nation. Such mistake has been identified by countries who had fallen victim to it as being grievous and costly. For instance, it was observed by several educators such as Dave.R.H.et.al., (eds) (1986, p.4) in considering learning strategies for post-literacy and continuing education in China, India, Indonesia, Nepal, Thailand, Vietnam and Pakistan that:

".... for a long time non-formal approaches to adult education have been neglected, as well as informal education. As a consequence of this neglect, it has been very difficult in recent years to organize the education of the working people into a widespread mass movement."

Non-formal education covers every aspect of our educational enterprise which is neither confined to a classroom situation nor subject to organized strategies, curricula, etc. It is the type of education that is free from rigidity with regards to curriculum, learning materials, methodology, venue, duration or the length an individual takes to complete a particular instructional session.

Because of its non-formality, non-formal education is very necessary in the Third World countries where the level of illiteracy is still very high, and the high rate of school drop-out is prevalent as a result of poverty, wars, ignorance, cultural values, carelessness, etc.

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Besides the fact that the negligence is grievous, the approach used for conveying what is taught also matters. Even in formal education, the strategy and instructional materials used for teaching are extremely important. For instance, Kindler (1973) asserts that learners comprehend and retain more of what they are taught when adequate and appropriate instructional media is employed. Learners are said to remember ninety per cent of what they say as they do a thing as against only twenty percent of what they hear. If this assertion is correct and if instructional materials play a great role in making learning effective in formal education, then it is more needful and inevitable for non-formal education because non-formal education covers a wider range of people who are more delicate or complex to handle while teaching. For instance, the following are usually the target groups:

1) Unschooled children
The children of school age who are unfortunate because they cannot be enlisted in a formal educational system due to poverty, ignorance, inability to cope with formal education as a result of drop-out, etc.

2) Illiterate youths and adults
These are the people who have never had the opportunity of formal education or its equivalent.

3) Rural dwellers
The majority of the Nigerian populace who live far away from urban areas or locations where formal education is accessible.

4) Nomads
The people who have to move from place to place in search of "greener pastures" either for their herds or farmlands. As a result, a meaningful and consistent formal education is not usually considered necessary.

The achievements of the non-formal education as stated in the National Policy of Education will also be better enhanced through the utilization of instructional media as it is done in the formal educational system. The following are the objectives of the National Policy (1998-2010, p.20):

1. To achieve the global objective of Education for All and All for Education.
2. To complement and supplement the formal system to achieve the target of Universal Primary Education (UPE) through community involvement in the shortest possible time.
3. To impart functional literacy for adolescents (10-14) who missed out the chance of primary education.
4. To provide lasting functional literacy and income generation skills for rural women of 15 to 25 age group.
5. To provide the basic educational facilities of working children and reduce child labour.
6. To expend the facilities and services of middle level education through community involvement and non-formal means.

From the above policy statements on education, it is certain that both formal and informal educational systems have a common aim of making learners literate and thereby helping them to be fruitful citizens of the country so that they can contribute meaningfully to the social, economic, political sectors of public at large. The ultimate achievement of these goals is largely anchored on the technological advancement of the society and the application of technological and scientific approaches to all our educational enterprises. The main focus of this paper, therefore, is to bring to the limelight the needed emphasis on the importance of instructional media in making non-formal education functional and more effective.

General Background

According to Dave et al. eds. (1986, p.63), "illiteracy is a serious impediment to the individuals' growth and the country's socio-economic progress." This is a true statement of any country whose illiteracy level remains high. When the level of illiteracy is high in any society, that society will remain backward, antisocial with all barbaric behaviors and actions.

The non-formal education dates back to the colonial era when colonial masters exposed their "servants" or "maids" to some basic non-formal learning. For instance, cooking, dress making or knitting, handwork, housekeeping and the teaching of English language for easy communication were among the common features of informal ways the colonial masters used. This type of education was successful and indirectly executed informally during the free or leisure periods of the colonial house helps or maids;

Advantages of Non-Formal Education

The non-formal education, in general, is an effective way of liberating the individuals in any society from ignorance, poverty, antisocial activities, etc. According to Visocchi (1978, p.3), education is seen as "that process of liberation whereby man frees himself from whatever obstructs him from thinking capacity...." Liberating the individual is the main focus of any form of education. Non-formal education, therefore, helps the rural man to become more human, more of a person and to acquire a higher level in his thinking ability that provides the liberation he truly needs. This type of freedom which a man needs cannot be
acquired for him by others no matter how intelligent they are. Man's liberation actually comes from the continued development and evolution of his ability that can enable him to think or reflect and question what goes on in his environment as opposed to total submission to authority and human exploitation.

The non-formal education also provides alternatives to complement or supplement the incompleteness or inadequacies of the formal educational system. Non-formal education further helps the learners to develop and practice self-help activities rather than mere theories. Research confirms that positive results from non-formal education (especially adult education) come as a result of practice of professional skills (Knowles, 1980; Freire, 1985; Freire and Macedo, 1987; etc). The acquisition and practice of skills boost the self-image self-reliance and confidence of the individual. This is very necessary especially for those who had dropped out from formal education or schooling.

The roles of Instructional Media in Non-Formal Education

The application of instructional media in non-formal education is extremely essential for effectiveness. Besides helping students to comprehend, retain and recall concepts, principles or theories, instructional media also helps them to acquire professional skills which is the main core of the non-formal education. The use of instructional media increases flexibility in learning. For instance, learning programmes which are highly individualized and self-evaluated (such as programmed instruction) increase capacities for self-learning and also opportunities for inter-learning. According to Dave, ed. (1982, p.314) "Technology also provides multiple learning opportunities through a variety of places at a variety of times". This according to him, helps to save cost in the long run.

The following are the examples of specific contribution of instructional materials or media to non-formal education:

a) Eradication of illiteracy

The use of instructional media in non-formal education reduces and or totally eradicates illiteracy when the participants are adequately and appropriately exposed. For instance, developed countries such as the U.S., U.K., etc., where about 80-85 per cent population is said to be literate, it is largely due to their technological advancement which helps them to be able to make use of educational technology or instructional media such as television, satellite, slides, film strips, audio materials, etc. Actually, the use of instructional materials is the surest means of combating illiteracy especially at the rural level and for bridging the gap between the formal and non-formal learning.
b) Change in social and cultural biases

The application of instructional media in teaching has the potential of breaking social as well as cultural barriers. It is possible for a group of learners to detest certain people or some of their teachers on the ground that they are not from their locality. But, most people especially within the brackets of fully illiterates and semi illiterates) regard instructional materials such as the television, radio, films, etc as mere independent and innocent channels of information. As a result, some undesirable cultural habits and antisocial behaviors can be modified without necessarily hurting the people involved. Negative or wrong views about education can also be corrected with the utilization of instructional media.

c) Equal opportunities to education

The use of instructional materials will bridge the gap between the formal and non-formal systems of education. The use of instructional materials help learners whether rich or poor normal or handicapped, from rural or urban areas to be equally exposed to about the same learning experiences. This can be possible if the same instructional materials such as flip charts, posters, flash cards, television, etc are used for imparting education. Technological advancement has also made instructional materials accessible and has removed all limitations that could hamper this through mobility and portability. Instructional Media take technologically or scientifically based instruction experienced in formal system of education to non-formal system of education as well.

d) Individualized instruction

The application of instructional media provides enough varieties of resources, which are capable of helping learners proceed according to their abilities, interest, speed and convenience, etc. This is particularly significant when considering the fact that non-formal education should be made relevant to the individual's aspirations, interest, convenience, abilities and timing. The individuals can learn at their own speed and ability while avoiding unnecessary rushing or speed that normally occur in formal education. It is further possible to do self-appraisal or assessment with the use of instructional materials such as programmed instruction, slides, teaching machines, etc. For instance, after teaching the primer, the learner can have further drilling with whatever instructional media is made available and to be able to assess his own mastery of what he is learning.

e) Scientifically based instruction

There is a tendency to want to believe that non-formal education does not have to be scientifically based. This is a great error that needs to be corrected. Since the success of the nation's literacy programme is anchored largely on how effective every facet of the nation's educational system including the non-formal
system of education is, it is necessary to make non-formal education scientifically based through the use of instructional media. When this is done, learners will be more creative, innovative and generally successful in their learning.

f) Flexibility in learning

The use of instructional media makes learning programmes and strategies flexible in that they can be adapted to suit individual needs, capabilities, convenience, etc. Flexibility in learning is particularly important in non-formal education. All confinements, restrictions, and formalities experienced in the formal education may not work in non-formal education. Thus flexibility, which is capable of making learners feel at home, while learning is made more desirable. Flexibility makes non-formal learning truly formal and this is desirable because of the learners' specific needs.

g) Mass education

Instructional materials such as films, television, radio and posters are effective means for mass literacy campaign. They help to bring proper awareness to the public on the importance of education, where and when they can attend literacy classes, etc. Many of the instructional materials can also be used to teach or give information to a large group, especially where there is shortage of instructors.

Instructional Media and Acquisition of some Specific Skills

The acquisition of skills requires a step-by-step teaching, demonstrating and exposing the learners to such skills. Even though the learners are often taught Urdu language, the knowledge of many of the participants is not usually adequate to help them understand the instructions given on the procedures necessary for acquiring some skills. While it is desirable and unavoidable that learners are taught the basic rudiments of reading and writing, the use of instructional media provides an alternative or solution to learners who are not yet capable of handling the written instructions or procedures for acquiring a particular skill.

Utilization of Instructional Media in Non-Formal Education

a) Instructional radio and television programmes

Radio

The importance of radio in these days of education and technology can hardly be over-stressed. It is a powerful audio-aid. Pupils of remote places have been benefited by radio lessons. Lectures by educationists are broadcast for imparting useful information. The headmaster and concerned teachers must have
beforehand information about such lesson programmes. There are two types of radio broadcasts i.e. ordinary broadcast and educational broadcast.

**Use of Radio in Teaching**

a) First of all, the teacher must gather information about radio lessons and study the same. This type of study includes time table and list of programmes.

b) He should carefully plan on the basis of information collected earlier and by establishing its relevance for the subject to be taught.

c) He should motivate the pupils mentally so that they learn to listen attentively.

d) Physical conditions i.e. seating arrangement, light and air, silence, etc., should be well-organized.

e) Follow-up should also be done after listening to the radio. Discussion should be held on the radio-lesson. Pupils should get opportunity to remove their doubts. They should take note's while listening to the broadcast lesson and thereafter they should get time to complete their notes. They should be asked not to put questions during the broadcast lesson. They should be instructed to note down all the questions they want to ask when the broadcast is over.

**Advantages of Radio**

- Radio gives opportunity for listening to lectures of famous educationists and thinkers which is otherwise not possible for each and every pupil and teacher.

- Radio broadcast helps the teacher in achievement of teaching objectives.

- They also provide entertainment in addition to serious learning.

- Radio is very helpful for remote areas where teaching facilities are not adequately available.

- It is less costly and even common people can make use of it.

- The teacher also learns much about latest concepts and principles.

- In view of the increasing population, radio broadcasts have acquired much importance.

**Educational Television**

Through a television programme, the audience not only hears, but also sees an event taking place. Television is both audio and visual. It is a great improvement upon radio broadcast. It is fast becoming an integral part of school education; invention of television has brought a great revolution in the world of education. Today it is considered to be really an important means for effective
education. It is a powerful medium of communication through auditory as well as visual channels. It helps the students to listen and directly see the lesson on the television screen ensuring teaching learning to be durable and everlasting. (Das, R.C. 1993, p.24)

Role of Television in Education

Use of television has fascinating and tremendous opportunities for the world of education. Television as an instructional tool, is being used in a variety of ways: for direct teaching, for supplementary or enriching the work of schools and colleges, for eradicating illiteracy, for adult education and teacher training etc. At school level, different countries are using this powerful medium in different ways in solving their immediate problems. For instance, Italy made use of it to meet lack of middle school facilities in rural areas by imparting complete course of instruction normally given in middle schools. In France television has been greatly utilized as part of a vast effort to modernize teaching techniques.

a) Television teaching provides greater equality of opportunities of receiving education for all pupils. We know education is the most important single factor in achieving rapid economic development and for creating a democratic order. Television acts as a mass medium of education and is really a very powerful tool to provide qualitative expansion of education at all levels.

b) Television teaching creates initiative and inquisitiveness in students. Tele-lessons open a lot of avenues for the students for new creative activities by encouraging model making, experimenting with home made apparatus and becoming keen observers.

c) The impact of television on teachers is in no way less. It is evident that tele-lessons put greater demands upon teacher's time because they have to make intensive preparations for these lessons. Naturally this pressure for better preparation will result in better classroom teaching. Thus, television is of great help in professional in developing a teacher's capacities.

d) Through television, the whole teaching process is undergoing a change for the better. Teachers are giving more thought to what topics needed to be included in the syllabus. Television programmes prove helpful in upgrading the curriculum and enriching the educational programme more easily and economically. Students are learning better with television.

e) Television can display the world of reality and students can see a host of other things in the classroom through its screen which
serves to widen the horizons of children, something that is not within the reach of a common student.

f) Television as a medium of education has helped in making school a centre for community welfare and education.

g) Television can help the teachers and the students in the realization of various teaching and learning objectives, its use has improved attendance in high schools. In two shift schools, in view of less time at the disposal of teachers, television helps in completing the prescribed course in time. As an educational device it has helped in overcoming problems of shortage of good teachers, classrooms, audio and visual aids and other resources.

h) Television can serve as a vehicle of excellence to the students. They can view and hear about the works and thoughts of eminent educationists, renowned teachers and scholars, creative scientists and excellent musicians and artists. Various discussions, which are shown on television, are based on the latest researches and innovations, and by listening to these and by seeing these experts on the television screen students and teachers get due inspiration and motivation and enrich their knowledge. By viewing the visit to Pakistan of foreign Presidents and other dignitaries and foreign visits of our national leaders and their welcome in foreign countries, children feel excited and it gives them the feeling as if they are also visiting foreign countries with their national leaders.

i) Television has played perhaps the greatest role in promoting international understanding. Recently, all over the world a great emphasis has been laid on education in international understanding.

j) The usefulness of television for social education cannot be underestimated. Various programmes covering topics like traffic and road sense, community health, adulteration in food, child marriage, good manners and encroachment of public property relating to social education can be put out for the welfare of the people. Experience shows that television teaching has greatly spread social education in underdeveloped countries having high illiteracy rates.

k) Television is a very useful device and not a means of luxury. Things that are listened are not as effective as the things seen by one’s own eyes. The younger generation feels more impressed by seeing a person on T.V. The main reason for the popularity of dramas and films is due to their hold on growing minds.

l) With the help of television celebration of various national days, for example Independence Day, Birthday of Quaid-i-Azam, Pakistan Day, Army Parade, Eids, Muharram etc, can be shown. Thus,
television helps in inculcating in students feelings of nationalism, patriotism and brotherhood.

m) With the help of television, the students can be made aware of the progress and events of the nation and of foreign countries. While in school they can see the events taking place in any part of the world. They can also know about the educational system and structure of different countries.

n) Television's contribution in the field of sports too is appreciable. Telecast of various games and matches of cricket, hockey, badminton, table tennis, etc, which are played the world over, created interest among children for games and sports. It also motivates children to participate in sporting activities;

o) Television teaching can contribute a great deal in promoting general education like art, humanities, science, music, agriculture languages, health education, yoga, home administration, etc. These programmes help children in learning the modern techniques used in above-mentioned disciplines. These programmes will develop basic skills and stimulate the students' interest in a variety of subjects. Such programmes can also introduce the students to Pakistan crafts and rich cultural background, the meaning of citizenship and the interpretation of current affairs.

Consequently, we can say that television holds vast opportunities and great potentialities for the world of education.

Record Players

The oldest form of recorder player was the hand operated gramophones. It played discs. The electric version was used to play discs which taught correct pronunciation of languages called lingua phone records. English teachers of good schools still use these records in their day-to-day teaching. At times, records are also available about sound effects.

Teachers can use these records in various teaching learning situations. Records of speeches of leaders can be well integrated with classroom teaching activities.

Tape Recorder

This equipment records the sound. It has got three parts:

a) Implement for sound input called microphone.

b) Amplifier

c) Reproducer.
There are two main functions of this equipment. Recording and reproducing. An ordinary person can operate it. There are clear-cut instructions on every button of all the tape recorders regarding its operation. For example, the word 'Play' is written on the button meant for starting the operation of the tape recorder. In the same way 'stop' is written on the button required for halting the recorder.

According to Romiszowski, A.J. (1974, p.163). Tape recorder is useful for imparting training of music, language, drama, etc. It can also be used to correct defects of speech and pronunciation. It is also useful in microteaching, reinforcement of general teaching and its evaluation, in preparing commentary with film slides. Lectures for educational importance and other programmes can also be recorded and reproduced at any time.

**Video Cassette Recorder**

The audio-video technology has emerged as an important tool in imparting knowledge for a distance learner. Unlike traditional student, the distance learner need not travel to school or college. The audio-video cassettes can be played and replayed at his own will he can stop a particular tape at a point where more details are necessary and can play on slow motion to understand a difficult point. He need not get up early in the morning or late in the night for radio and TV broadcasts. Audio-video cassettes produced for each course by AIOU are kept at all Study Centres and Regional Centres situated all over the country.

The potential exists for providing the basis for learning a wide range of motor, intellectual and cognitive and interpersonal skills, as well as affective aspects. These are important aspects which primed materials cannot deal with adequately.

In some countries as a way of regionalizing a centrally produced programme, video cassette programmes are being built round the study centre concept, a location where several video machines are available to which students bring their study notes. The students run the programmes as individuals. Sometimes study centre provides for groups sessions during which videocassettes are played. (Samanta, R.K. 1991, p.37)

In other countries some institutions assume that students can gain access to such equipment and make programmes which will be used on an individual basis as either supplementary learning material of integral to the teaching programme.
Video Discs

Videodiscs are capable of sorting up to 55,500 individually numbered pictures. This gives about 37 minutes of continuous playing. However, the advantage of the disc lies in its capacity to permit immediate access to any one of the 55,500 individual pictures and its ability to hold that picture on the screen.

The disadvantages of videodiscs are: (i) the high cost of producing the master laser disc (this is in addition to producing a videotape master); (ii) the high cost of players; and (iii) the fact that it is a 'play only' device that cannot record.

While a great deal of research and money have gone into video discs in equipment and software development it is fair to say that as yet it is in its infancy. (Rashid, M. 1998, p.109)

Language Laboratory

The purpose of the language laboratory is to develop listening and speaking skills in foreign languages. The system employs individual study carrels (booths) and the use of audiotape equipment and headphones in combination with other materials. For reasons of convenience, these facilities are housed in one place, as opposed to being portable or mobile. The maintenance of the complicated electronic components is a highly skilled job, requiring an appropriately skilled staff.

Printed Media

The printed materials are instructions or information written down for the benefit of the learner or reader. They are various types but the ones specifically recommended for non-formal education are as pointed out by Lalit Kishore (1989, p.101).

i. Books - printed books such as the primer and other available texts
ii. Newspapers, magazines, journals or periodicals. These are educative and have been used to reach the neo-literates or semi literates in particular.
iii. Generally, textbooks are not easy to come by these days because of their exorbitant cost. Besides, illiterates place little or no value on the purchase of textbooks.
iv. Handouts/handbills - Even though these are not widely used for non-formal education, there is a need to use handouts to teach.

Integration of Instructional Media into Non-formal Education System

It is very imperative to fully integrate instructional media into the non-formal educational system, especially considering the above-mentioned roles
instructional media have been playing and can play in making teaching more effective even in non-formal education. There are possible hurdles, as listed below that need to be removed before full integration can be achieved.

1) Ignorance and lack of knowledge in the design, production and utilization of instructional media
2) Assumption by instructors that learners can assimilate fully without employing all the senses in the process of learning
3) Technological backwardness and insensitivity, such as failure to follow technological advancement or computer based instructions like other nations
4) Lack of conscious efforts by instructors to integrate instructional media into their instruction
5) Non-availability of funds
6) Lack of expertise to assist instructors where possible
7) Lack of innovation and creativity on the part of the instructors
8) Non availability of basic instructional materials to be provided by the government
9) Lack of incentives and proper remuneration by the various forms of government

Despite all the problems enumerated above, the teachers-of non-formal education should have been convinced by now that they will be more effective when they consciously design, produce and utilize instructional media while teaching.

A step towards aiding the instructors or teachers in integrating instructional media into the non-formal education system is summarized in the table below:

<table>
<thead>
<tr>
<th>Table I</th>
<th>Integration of Instructional Media into the Non-formal Education system</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHER</td>
<td><img src="image" alt="Diagram" /></td>
</tr>
<tr>
<td>Instructors (Facilities, funds)</td>
<td><img src="image" alt="Diagram" /></td>
</tr>
<tr>
<td>CHANNELS</td>
<td>Instructional Media e.g. television, radio, printed materials, films, audio-aids, visuals</td>
</tr>
<tr>
<td>Instruction in Non-formal Education</td>
<td><img src="image" alt="Diagram" /></td>
</tr>
<tr>
<td>Instruction, Knowledge, transformation or process of change</td>
<td><img src="image" alt="Diagram" /></td>
</tr>
<tr>
<td>Out-Put LEARNER</td>
<td><img src="image" alt="Diagram" /></td>
</tr>
<tr>
<td>Learners e.g. fully illiterates, drop-out, semi literates, basically literate, post literate</td>
<td><img src="image" alt="Diagram" /></td>
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</table>
The table represents an approach through which instructional media can be integrated into the non-formal education system. The instructor, (with adequate facilities and funds) is the traditional transmitter of knowledge. If the teacher must succeed, the transition, instruction or information should go through appropriate channels such as television, radio, films, books, etc. This results in an effective or functional education that gives the learner the necessary knowledge or instruction that brings a desirable change or transformation.

The more appropriate and adequate the channel (or instructional media) for transmitting information would be the more effective the learning is likely to be. The channel enables the teacher to concretely establish a dialogue with the learner. This sharpens the ability of the learner to assimilate and comprehend the information given, and to analyze and interpret the information in terms of the learners' social, environmental or societal dispositions. The integration of instructional media is not only desirable in the formal education as always heralded by educators but much more desirable for non-formal education, considering the caliber of learners.

Conclusion

The instructional media is a channel through which instructors or teachers in non-formal education can make their instruction more scientifically based and more effective. It is capable of increasing the effectiveness of their communication skills and hence resulting an effective teaching and learning process. The need to improve the effectiveness of non-formal education has been the emphasis in this paper. Pakistan is currently passing through an important stage of her educational development, a stage in which one can safely conclude that the nation's formal educational system is inadequate. This stage is also witnessing a rather increasing rate of children's dropout from the formal educational systems. More and more adults are withdrawing from formal education into business and professional skills because of dissatisfaction and the craze for wealth. All these (inexhaustible) reasons place a strong force behind the need for integrating instructional media into the non-formal educational system which, in turn, will make non-formal education more effective. To achieve this a deliberate plan to design, produce, utilize and integrate instructional media in the learning and teaching processes should be employed.

Finally, and according to Quane (1989, p.32), since it is not conclusive that education can be acquired only through the formal system of education, but also through non-formal education, informal learning opportunities should be provided through instructional media, both modern and traditional, so that the total learning continuum is integrated into the learners' social and vocational
domains of life. Non-formal education programmes embody a great richness of experience corresponding at least partially to the idea of basic education. Thus, the emphasis in this paper is that non-formal education can be made as effective as the formal system of education, if the media used in teaching can be as scientifically oriented as those used in formal education.

**BIBLIOGRAPHY**


PROJECT APPROACH: AN ANSWER TO FOSTER CREATIVITY IN PRIMARY SCHOOL EDUCATION

By
Alia Jawad*

There can be no task nobler than giving every child a better future
(World Declaration on the Survival, Protection and Development of Children,
UNICEF 1990: 165)

Abstract
After a short experience of teaching to the college and university students, I personally feel that our students lack the basic and vital skills, i.e., reading comprehension, creative writing skills, critical thinking, problem solving and last but not least, producing an authentic and significant research product; which they are supposed to learn at primary levels of education. Without that head start in the early grades the students become handicapped in the higher education, as well in personal and professional life. The central challenge for our education system is to find ways of embedding learning in a range of meaning for contexts, where students can use their knowledge and skills creatively to make an impact on the world around them.

At the time of independence, Pakistan had a poorly educated population and a few educational institutes. Although education system in Pakistan has greatly expanded, still, our education system is grossly inadequate in meeting the standards of education that many other countries have developed in a shorter period of time. It has resulted our nation to fall behind the rapidly growing competitive market in the world with regard to education. Our education standards have continuously been slipping, which has caused an extreme intellectual poverty in the country. We are incapable of providing quality education, even to our university graduates. There is a near unanimity among general opinion that the nation’s public higher education is a disaster (Coffina, 1997). If a graduate is asked to write an application, he may find it an arduous task (Pak. Observer, 2005). Academy for Educational Development (1999) reports that the quality of learning and competency level of students and teachers in Pakistan is among the poorest in South Asia. The principals from elite private schools frequently complaint that the graduates from Pakistani universities,

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including those with Ph.D degrees, are generally unable to solve even 'A' level questions of the Cambridge or London Examination Boards. The conceptual questions pose serious difficulties to those who have grown up on a system based on rote learning method (Dawn).

Education is now merely seen as a mean to getting degrees from a top university of the country, in order to make comfortable living; and not a basic tool to teach man how to live a civilized and intellectual life. The scarce resources, high demands of a material driven society, and the resulting chaos and unsatisfaction among the Pakistani youth have changed the students basic concepts of the total educational enterprise. The universities have been conceptualized as merely degree/diploma distributing bodies. Sadly, the teacher's attitude has additionally contributed to this erroneous impact. Teaching seems to have been stripped off its traditional image of a noble profession, and lost its idealism. It has tended to become a commercial pursuit for many individuals. Even at a university level, most teachers do not bother to consult the latest information, or even the library material; they rather choose to dictate from notes saved from the time when they were students in the same department. Students want instant success and teachers also want a shortcut. Even at university level, substandard help books are made use of profusely, where neither teachers nor students have to work hard (Pak. Observer, 2005). It hurts the basic purpose of a university. To thrive in a modern world economy, our youth needs the innovative application of knowledge. It is no longer enough for the students to show that they are capable of passing Public Examinations. The education system should enable them to do more than absorb and feedback information. They should be able to apply what they have learned in new and creative ways.

Creativity and scientific research is a critical activity to compete with a scientific world, which is moving very fast (Seltzer, 1999). People need to be creative to survive in the 21st century. So far so, that the provision of creative education has become a national agenda in the advanced countries of the world. However, the paucity of research activity in our education system is obvious. There is an immediate need for training our people in the scientific and technical education in order to build up our future economic life.

No society has prospered without significant and sustained investment in higher education. Today as the world becomes increasingly interconnected, higher education is considered critical for the achievements of the economic progress, political stability and peace. However, in Pakistan, the higher education ill prepares the society for the challenges that lie ahead of course. Nonetheless, it must be acknowledged that the effectiveness or ineffectiveness of higher
education cannot be determined independently of the state of education as a whole. The product of our secondary and intermediate education system is poorly prepared for the rigors and demands of higher education and also ill equipped for employment and career development through learning and from experiences and self-directed study (Taskforce, 2002).

The basic drawback, therefore, lies in our primary and secondary school education. Without sufficient money to send their children to private schools (which is not always the answer either), many parents are stuck with the public schools in their neighborhood. Autocratic teaching styles, and rote memorization remains the dominant teaching style in Pakistan. A subject-matter curriculum, which emphasizes on acquisition of knowledge, with little consideration for creative and critical thinking, remains the core curriculum in our education system. Typically, a subject-matter curriculum requires that students listen intently as the teacher delivers lecture, providing information that has been handed down for generations (Farris, 1996). Farris (1996) quotes that in 1800s the students were kept busy in the classrooms by writing spellings ten times, correcting the errors of incorrect sentences, and calculating twenty-five math problems to demonstrate a single math concept: activities that merely filled time, and did little to teach students. Unfortunately, we still possess the same scheme of studies in our schools. The nature of the syllabi, textbooks and the examination system force teachers, to follow the traditional methods of teaching. The classroom activities are teacher-centered. The teacher speaks all the time. The students are passive listeners because the tasks in the classroom are non-communicative in nature. The teacher commands for a continuous attention of the students by writing bits of information on the blackboard, and calls on a succession of students with upraised hands, who take turns responding to their teacher’s queries. One of the reasons for seatwork and lectures being so common in Pakistan is the large class size. The number of students in the classrooms is so large that the teachers schedule activities in which every one in the class participates in the same way’ at the same time.

Our education system mainly requires and examines the memorization rather than understanding and application of knowledge. The students have to depend upon printed pages only, and memorize the details, which they have to reproduce in the form of answers. This repetition often becomes a cause of demotivation for the students. Moreover, this method inhibits the critical and independent thinking, the spirit of inquiry and problem solving skills, needed for societal growth. Sotto (2002) maintains that these students learn like a parrot. What they have learnt was the rote application of a rule. Enright (1988, pp. 94-95) compares these students with ‘bottles of soda pop’, who are just the ‘compilation
of certain ingredients, having some skills added to them rather than adding sugar and carbonates. Whereas soda pop bottles are ‘willing’ to sit still for the washing and filling and capping that is their destiny, many children find it quite difficult to sit still for the lecture and drill that they are destined to receive in a conventional method of teaching. Therefore, they turn to disruptive behavior.

The rote method is the oldest, traditional way of teaching which follows the “Law of Repetition”. The dictionary definition for the term rote memorization is: “A memorizing process using routine or repetition, often without full attention or comprehension”. Therefore, rote memorization is repeating information again and again until it gets pushed into our long-term memory. The rote drill learning by its very nature makes fewer cognitive demands and therefore fewer demands on our brain’s integration of previous experience and knowledge. For this reason it requires less intellectual involvement.

Hence, rote memorization has been given a bad name in spite of its clear advantage in some situations. What is now favored is the integrated understanding of the teaching material. Both research and development in modern education have led to instructional innovations designed to make the classroom into a learning environment, which is more responsive to the varying learning needs and interests of the individual children. Children learn in different ways, have different styles, and build on very different backgrounds of experiences. Classrooms increasingly contain groups of children with a wide range of individual differences. Different children require a provision, which is responsive to their special individual needs within the regular classrooms. It is also being increasingly realized that the children have a much wider range of capabilities than they have usually been permitted to show in the regular classroom. In order to show these capabilities, however, they need learning environment, which are responsive to individual differences, which influence learning. The project approach provides one way to introduce a wider range of learning opportunities into the classroom.

A project is defined as an in-depth investigation of a real world topic worthy of children attention and effort. Project based learning motivates students in a unique way by engaging them in their own learning activities. Project approach provides students opportunities to pursue their own interests and questions and make their own decisions about the way they will find answers and solve problems. The amount of information available on project approach is quickly growing. Research as well as text is now increasingly available to help educators understand ow to implement these learning strategies. The project based-learning fosters reactivity and experimental activity. Most of the teachers teach by ‘telling’, while
the students learn by ‘experimenting’ their knowledge in a real or a simulated situation. The students should be encouraged to innovate and not merely to imitate. Teaching is not the transmission of ready-made knowledge; it is rather the creation of a new condition of knowledge - the creation of an original learning disposition. Creative activity is possible in all subjects and all areas of life. Children enjoy being creative and learn by ‘doing’. What a child has invented, created or discovered himself, he will remember and value (Todd, 1997).

Planning and implementing the project activities take a lot of teacher’s time and energy. Nonetheless, the energy and time which the teacher spends in planning exciting, interactive, purposeful activities is much less and more productive than what they spend on continuous managing and controlling the class. If the teacher is committed, all he/she needs is a little planning and imagination. For example, rather than teaching a story in a conventional style, the teacher could sometimes, divide the students in small groups to discuss the main theme of the story to be later on presented before the class. Sometimes, the students like to draw and sketch the main theme of the story. The students can write journals on main characters or situations of a story, etc. This arrangement requires the same amount of time, the same curriculum and the same material as may be used in the structured class. Integrated activities should be planned carefully, to achieve maximum learning output in the minimum teaching time. Teaching and learning time is a precious commodity of an academic year, which needs serious consideration: Activity periods may only be arranged once in a week or once in a month. In any case, their non-frequency does not affect their educational significance. Students learn lifelong skills from these activities, which may be accommodated further due to the repetitive nature of the academic as well as actual life situations.

Flexibility and responsiveness are the centerpiece of activity/project approach, because teachers, who take initiatives for innovative work, face multi-dimensional tensions. The innovative teacher should be ready to accommodate any changes suggested by the higher authorities, colleagues or the parents. Moreover, the teacher should be prepared to justify the significance of the efforts for not wasting the ‘precious’ instructional/curriculum time. In any case, teachers are the ones who should change the pedagogical practices, not the politicians or the bureaucrats (Craft, 2001). The onus rests on teachers, individually and collectively, to promote opportunities for creative teaching and learning in their classrooms and schools.

No doubt, many skills are best acquired systematically under the direct instruction of the teacher. Whole class direct instruction is economical and likely
to be the most frequent kind of instruction children will experience in the school. Nonetheless, the project work and the systematic instruction can be seen as providing complementary learning opportunities. In systematic instruction the children acquire the skills and in project work they apply these skills in a meaningful context. The project work can be seen as the part of the curriculum, which supports and extends the more formal and teacher directed instructional elements.

Project work allows the teachers to create tasks whose complexity and openness mimic problems in real world (Blumenfeld, 1991). Students enjoy learning when it is according to their experiential background and makes sense to them. The activities should provide a range of opportunities for students to practice and use the content given in the lesson with a wide range of context in diverse ways. In planning the project activities, those should be selected which the students would most likely enjoy to do, and also meet the learning goals of the curriculum. For example, presenting the real object/models in the classroom, i.e., looking at the globe, designing questions on different parts of the world, or classroom visitors, i.e., planning a visit of the school gardener before starting a lesson on gardening, or field trips, i.e., taking occasional walks around the school grounds (Enright, 1988). Students can see the interdisciplinary nature of these tasks, and see that each task may have more than one solution. If students are given a freedom to choose from different strategies and approaches they are more engaged in learning process and these students will be more likely to approach other problems with an open mind. The aim is eventually to have a set of learning activities that allow students to explore different subject matter areas using different thinking processes; activities that are exciting and enjoyable for students; involve students working cooperatively with peers, teachers, families and the community; and last but not least, activities that provide success to students at many levels while using mistakes as an accepted, integral part of their projects (Enright, 1988). The students may make an awful lot of mistakes while doing things at their own. However, it is not possible to learn any thing without making mistakes. Kounin (1977) argues that, as we learn ‘by consequences’, we learn most of all from our mistakes. The curriculum objectives and competencies should be intrinsically imbedded in these projects, not only to ensure that objectives are being met, but also to justify the projects to the administrators and parents and other concerned authorities that the curriculum has been ‘covered’, and not to loose the ‘precious instructional time’.

Another provision step is creative writing skills. Writing is one of the potent methods to empower student’s critical thinking. Writing is a productive skill, which has been practiced in classrooms for centuries. Unfortunately, the
way writing is taught to the students, renders it extremely dull. Reading and writing are made explicitly meaningless and useless in our classrooms. Many young children come to school with an interest in learning. They love creativity. Nonetheless, beginning education programme often continue to demand that children sit quietly on hard chairs and listen carefully to the rules and regulations of a written expression. The rules and regulations may be too abstract and intrinsically uninteresting for them. Therefore, not all children respond well to this regimental attitude of a teacher. It is no wonder that they try to escape from this dry environment. As a result many students reach secondary level with little exposure, and little experience with written expression.

Experts agree that writing is a learned skill that can be taught in a school setting and that it should be taught as a thinking learning activity (Lerner, 1988). Writing is the most complicated action of the central nervous system (Westman, 1990). It is an act of committing thoughts to written form. As a product of one's internal organization, it is a form of creativity. Writing is an active process. During writing the students must actively work at producing something that did not exist before. Writing projects are most successful when students have a personal interest in the subject. The experts consider it extremely important to provide the student writers with sufficient time to think, reflect, write and rewrite. The atmosphere of the classroom should foster writing activities and encourage cooperative writing work. The students should be allowed to discuss wherever necessary. It is a deliberate, premeditated and sustained act of imagination and communication (Gillani, 1997). Reading and writing should be used for exploring, sharing, enjoying, and thinking about the real world. It also furnishes students with a definite sense of achievements, which can act as a push to enhance their learning.

Education is a continuum. A higher education system irrespective of the disciplines involved cannot operate in a vacuum. Hence the quality of education in schools will effect significantly the preparation of students and the quality of higher education. The quality of higher education also effects the quality of education in schools by preparing teachers with clearer concepts of the subject they teach and enhancing students interest and guiding aspirations early in their development, leading to stronger foundations of knowledge.

In conclusion, it may be surmised that the acquisition of life long skills is the weakest point in our education system. It is high time to revise and review the traditional methods of teaching. The teachers will have to find the new ways and means for inculcating the spirit of inquiry and problem solving skills to the students at an early age. There is no magic formula to solve the problems, which
Pakistan has been facing since its birth. Still, there is a growing realization that we need to embark on a set of hard, pragmatic and doable decisions. The policy makers and the educationists need meticulous planning to establish a clear-cut strategy for a visible change in our education system. Our obvious starting point should be to create a cadre of well motivated, disciplined, honest and professionally competent teachers, with clear direction and passion for their profession. Anyhow, continuous learning and re-training should still be made essential for them. Our system is in a drastic need of teachers who have a clear idea of what they want their students to get out of their classrooms (their educational goals), who have a clear theoretical and practical framework for accomplishing their goals (their instructional models), and who constantly strive to develop and improve the knowledge and performance and to grow professionally. The foremost criteria for teacher’s selection and recruitment should be to find out a team of warm, enthusiastic, and well organized teachers, who are equally well versed in their craft of teaching. Second, the curriculum should be revised in order to meet the needs of students so that they will be fully functional in society after graduation, rather than just being able to graduate. As obvious from above discussion, one of the most fundamental challenges facing educators is how to instill in the children the attitude, knowledge, and outlooks they will require to function successfully as adults in the future. Their ability to respond to this imperative depends on the extent to which they can fashion curricula that are truly responsive to the life long learning of the students (Todd, 1977). Third, the educationists should sample the better aspects of different teaching methods in elementary schools. We need to use common sense and experience to create a combination of differing perspectives and blend the positive points of different approaches, thus ending up having a classroom that is more engaging and more creative.

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ICT PRACTICES IN LITERACY AND SKILL TRAINING IN OPEN DISTANCE LEARNING – A PERSPECTIVE OF PAKISTAN

By
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This paper was presented in COL workshop on Awareness and Advocacy: Using ODL for Literacy and Skills Training held at BARC Centre in Dhakka, Bangladesh from 26-28 September, 2005 as Country Paper

Abstract
The paper focuses upon development, use and impact of ICTs in literacy and skill training in open distance and non-formal modes of education in Pakistan along with their impact size, rank order and percentile gain. The ICT initiatives ranged from flip charts to online delivery through Interactive Radio Instruction (IRI), Educational Television (ETV), video cassettes, CD ROMs, Multimedia, etc. The ICTs have been the armoury of AIOU and virtual universities of Pakistan for their literacy and skill training programme because of their wide canvassed outreach regions of operation. The AIOU has its own well established Institute of Educational Technology (IET) which has produced about 2699 radio programmes, and 637 T.V. programmes in addition to several broad cast audios/videos. Other practitioners in the use of ICTs for literacy and skill training through ODL system include ABES, PARC, Girl Guide Association, Jin Technologies, Tameer-e-millat Foundation and FM 99 Radio. The highest Impact size (0.67) was in case of ICT initiatives of Institute of Mass Education (IME), Allama Iqbal Open University (AIOU) for Adult and Functional Literacy(AFL) and skill training. The notable and astonishing impact size (0.63) was that of Pakistan Agricultural Research Council (PARC) which is using at least 15 ICTs for the AFL and skill training of farmers. The paper strongly recommends that, ICTs may be delivered to one of multiple sights via printed material, TV and radio in literacy and skill training. The real time and non-real time computer technologies may also be stimulated in part by the new internet-based and multimedia technologies in Pakistan.

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Rationale
At the beginning of this century, education has faced many challenges. For instance, how to provide high quality education and training has become an important question to be answered in the 21st century for all human beings who need education and can profit from it in the most cost-effective way. Education systems have tried to overcome the challenges by developing new approaches. Information and communication technology (ICT) has a critical role in the new approaches as enhancing the dissemination of information and helping to meet these challenges. Information technology has now become basic vehicle for distance education in modern society. At the same time, the tools and techniques of information technology are of value in the processes of learning and in the organization and management of educational open and virtual universities.

Information and communication technology (ICT) has become within a very short time one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education alongside reading writing and numeracy.

(UNESCO Information and Communication Technologies 1998)

From the beginning of the open and distance education, ICT has had a critical role in enhancing the quality of distance education. The role of ICT is to serve open and distance learning in particular, by helping students to learn and teachers to perform their teaching activities more effectively. As a consequence of rapid developments in a short time, ICT has entered into almost all disciplines and trainings on the agenda of ODL system. The need to incorporate ICT into open and distance education is now inescapable, largely because of the growth of the Internet. In this context, integration of ICT into open and distance education is a critical issue. Many action plans were adopted and standards were determined over the world in order to integrate ICT in literacy, and programmes of ODL system.

Why ICTs for Literacy and Skill Training
The rationale behind bringing development and civil society together was to address two fundamental questions- Why basic education? And, why use of technology in literacy and skill training? The first question can be answered by looking at the span of basic education from early childhood to secondary education inclusive of conventional and non-formal ODL education and literacy programmes and skill training as a necessary adjunct. Appropriate technologies in these areas are those that are effective for increasing access to, or improving the
quality of adult literacy ... for the many rather than the few, and those that play a leading role in the teaching learning process. These include:

- Radio and audio cassettes
- Television and video cassettes
- Printed materials like primers and flip charts
- CDs
- Projectors.
- Computer
- Internet and e-mail.

ICTs can improve both the access and quality aspects in education in terms of opportunities on the one hand and improving effectives and enriching the learning process on the other. ICTs also helps standardize and make learning easier. Connecting access and quality through a radio and audio is a low cost option with a wide and powerful outreach. Interactive radio instruction has also tested positively with a variety of audiences, sometimes with evidence of girls and women benefiting more than other groups. On the other hand, instructional television has been less successful to date. However, video, especially in combination with television, holds greater promise. The supporting role of printed materials is critical in all applications.

International experience shows that appropriate ICT has proved to be a welcome visitor to the classroom and other centers for literacy and skill training. It is evolving "upward link" to newer ICT's. There are new and exciting ideas concerning the utility of technology for literacy and training education provision for out-of-school and outreach youth and adults. Much of this work is still in its infancy and evolving very rapidly.

Many studies and documents have identified many benefits of ICT-based ODL education. As far as impact on the distance and non formal education system is concerned, it makes the distance and non formal education system more open and flexible towards a life-long learning society; increases independence and individuality of learning and makes both Education for All (EFA) and Education for Each (EFE) possible. It contributes to new patterns of teaching as it requires new competencies, skills, behaviour, working style and methodology of teaching and tutoring as well as contributes towards enhancing the status of the teaching profession. The impact on learner is manifested in the balance required between the increased independence, flexibility and self-control on the one hand and ethics in learning and teaching through on-line teaching on the other hand. The other arguments for use of ICT-based distance
and non formal education and literacy and training skills may be cited as given below:

- ICT may provide a more effective resource than other alternatives.
- ICT offers a range of opportunities for pupils in presentation and evaluation during a whole-class teaching session.
- Independent work is an ideal place for ICTs in a literacy lesson with many opportunities for enhancing pupil activities. Some software provides additional support for independent reading (e.g. text to speech options) and writing (e.g. predictive word processors, word banks, and spell checkers) that increase pupils' confidence when working alone.
- Teaching in a small group with the computer as the focus, alters the group dynamic and places the teacher in a less threatening and less obviously controlling position.
- Literacy through distance and non-formal education will need to take advantage of the power of technology, and work will require an ever more skilled population of producers and consumers. Literacy skill training and technology are becoming interdependent.
- Even in poorest population sectors and countries, ICT is now too cheap to be ignored. While once it could be said that ICT would take money away from other lower technologies (such as chalk and blackboards), new approaches can show cost-effective benefits when properly employed.
- The promise of information and communications technologies to enhance the basic education, literacy and livelihood of poor people is a tremendously challenging area of development work today, in both poor and wealthy nations.

Any debate on use of ICTs in literacy and training skill in ODL system can focus on the following five themes:

- How the technology is used rather than the scale of the technology?
- The growing convergence of technologies is making the “high tech” vs. “low tech” distinction increasingly artificial;
• Making use of multiple technologies and exploiting the respective advantages of each for effective learning;

• Planning their use so that they are pulling towards the same educational goals;

• Recognizing that the effective use of technology to assist basic distance and non-formal education comes out not with the hardware that is used, but rather with the way that learning experiences are designed.

Interactive sessions with participants regarding enthusiastically indicated possibilities for using the information in different ways, creating culturally appropriate role models, using local sounds and characters to make distance and non formal education fun was something new for the participants especially the school teachers. The possibility of using radio as a school-based technology was effectively communicated. Moreover, since everything has to be recorded before it is broadcast, audiocassettes would be available for use in areas where there was no radio coverage.

A Case of AIOU

Pakistan is rapidly progressing in the field of information technology since 2000 when, for the first time an IT policy was officially announced by the government of Pakistan. In 1947, Pakistan inherited a total of 12000 working telephones which has increased to 4.2 million with a tele-density of 3.25 in 2004. There are more than 2000 nation-wide dialing stations. About 1800 cities have been connected by Universal Internet Excess resulting in more than nine million internet users in Pakistan (2 million internet connections). The current backbone has recently been upgraded to DWDM with the capacity of 10 Gb/s. Bandwidth available is increasing from existing 215.2 Mb/s and number of ISPs is 127. Pakistan owns a communication satellite now in the orbit and has extensive international connectivity places at the pivotal positions in the region. Computer and its education has gained accelerated popularity since 2000 in Pakistan and computer is being used in every walk of life. There are more than 300 software houses in Pakistan producing and utilizing different ICTs like internet, e-mail, CDs, websites and other programmes.

Pakistan has long experience of using information technologies, especially broadcasting, to support the work of what are described as "nation-building agencies". The technologies have, been a part of the armoury of the Allama Iqbal Open University, established in 1974, which from its foundation has had a responsibility of mass education at various levels, particularly literacy and
training in vocations and life skills. Over the years it has, for example, used radio along with its other teaching methods in teacher training.

The great achievements of AIOU and VU through their open distance learning system coupled with T.V, radio programmes, audio-video cassettes, flip charts, etc, provide a solid evidence that appropriate use of ICTs may allow any country to increase excess, improve quality and cut cost-all at the same time. This educational revolution with the potential dramatic acceleration in adult literacy may also be brought through appropriate use of ICTs in the literacy programmes of EFA Wing, Ministry of education, National Commission for Human Development (NCHD), Provincial Directorates of Literacy and Mass Education, NGOs and other organizations working in the field of adult literacy and mass education.

As far as the literacy and skill training is concerned, ICTs have been hardly used in Pakistan except probably some PTV and PBC broadcasts. This makes a strong case to study the ICT – based practices in literacy and skill training in Pakistan.

**ICT Used by Allama Iqbal Open University (AIOU)**

(a) **General Armoury**

The Institute of Educational Technology (IET) – a centre for media production was established with the foundation of this University as its integral part. It has effectively used three mass media i.e. print, sound and picture for its delivery system. The radio and television programmes produced in the Institute of Educational Technology, promote and support the distance teaching based courses of the University. The audio-visual material produced is transmitted on the national broadcasting network and non-broadcast media is used for small group instruction and individual study. The media support which supplements the University’s course materials also has a significant public educational value. The Second Educational Channel PTV started functioning from November 1992. The ETV is using satellite for beaming its programmes. The IET, AIOU is contributing one hour daily Educational Programme on this channel.

The previous TV studio equipment at IET was provided by UNDP under technical assistance to the Allama Iqbal Open University in 1983 as a pilot project. TV studio and the radio studio equipment was provided by ODA. Before 1983, the University was producing the radio programmes at the campus in an improvised radio studio and the television programmes were
produced at the studios of PTV, Rawalpindi. The pilot radio/TV equipment was effectively put for use from 1983 to 1996. When installed, the working life of life equipment was estimated ten years. This old equipment has been installed in one of the T.V studios and is being used for training of fresh academicians and producers for orientation into distance education.

In order to replace old and obsolete equipment, a project was undertaken for production of programmes and the Japanese government very kindly agreed for a grant-in-aid Project for 974 Million Yen and the agreement for this project was signed on 22nd March, 1995 between the two governments. This project was implemented by the end of 1996. After the completion of the project, the AIOU has been able to increase not only the number of its programmes but even the quality of the software.

The existing profile of 240 courses claim significant media support. The support at present is in the form of 637 TV programmes. 2699 radio programmes, 518 non-broadcast audios, 17 sound slides, 70 audio cassettes with flip charts and 107 non-broadcast video till March 2004. The support for functional courses is inadequate as over 70 per cent population is illiterate which can effectively be reached through TV/Radio and non-broadcast programmes. Extended media support in this regard is of crucial importance. Quality and extended service is enabling IET to produce better media material for reaching the majority of dispossessed masses since both radio and television have the potential to enhance the literacy rate in the country. The AIOU is, thus, contributing its share in this area like every open learning system has done in their respective countries. Its IET has already produced science programmes at Higher Secondary level in Physics, Chemistry, Biology, Mathematics and English, 50 programmes in all i.e., ten programmes of half hour duration for each subject. The audio visual media material is also being produced for teachers’ training courses at different levels. The IET has recently produced 20 programmes on "Science Video Textbooks Project" at Secondary level, sponsored by Ministry of Education, STE Wing. These programmes on Physics, Chemistry, Biology and Mathematics would be distributed as supplementary material to all secondary schools throughout Pakistan.

The importance of Information Technology in the present day world has been taken into consideration by the University by launching BCS and MCS and other diploma course in Computer Science. The IET has provided media support in this crucial area in different realms of computer
science. The IET has also planned media support at graduate and post-graduate level for science courses during the next five years.

A detail analogue of number of different ICTs produced by the AIOU after its formation is given in Table 1.

<table>
<thead>
<tr>
<th>Year</th>
<th>Radio</th>
<th>T.V.</th>
<th>N.B. Audio</th>
<th>N.B. Video</th>
<th>S.S. Show</th>
<th>Flip chart</th>
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</thead>
<tbody>
<tr>
<td>A. TV Programmes produced by PTV – Radio Programmes produced by IET</td>
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<td>B. U – Matic High Band IET Studio</td>
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64
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<th>Year</th>
<th>Radio</th>
<th>T.V.</th>
<th>N.B. Audio</th>
<th>N.B. Video</th>
<th>S.S. Show</th>
<th>Flip chart</th>
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<td>3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>July 98 to December 98</td>
<td>29</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Jan. 99 to June 99</td>
<td>31</td>
<td>6</td>
<td>-</td>
<td>14</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>July 1999 to Jun 2000</td>
<td>61</td>
<td>26</td>
<td>-</td>
<td>28</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>July 2000 to Dec. 2000</td>
<td>30</td>
<td>12</td>
<td>-</td>
<td>35</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Jan. 2001 to Dec. 2001</td>
<td>92</td>
<td>32</td>
<td>53</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Jan 2002 to Sept. 2002</td>
<td>64</td>
<td>41</td>
<td>80</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Oct. 2002 to March 2003</td>
<td>37</td>
<td>31</td>
<td>71</td>
<td>23</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>April 2003 to March</td>
<td>65</td>
<td>41</td>
<td>71</td>
<td>23</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>GRAND TOTAL:</strong></td>
<td><strong>2699</strong></td>
<td><strong>637</strong></td>
<td><strong>518</strong></td>
<td><strong>107</strong></td>
<td><strong>17</strong></td>
<td><strong>70</strong></td>
</tr>
</tbody>
</table>

* N.B. stands for “Non-Broadcast”
* S.S. stands for “Sound-Slide”

(b) **Use of ICTs In “FEPRA” Project of AIOU**

Besides the radio and TV programmes for adult literacy and awareness, it was probably the first project in which ICTs were actively used for functional literacy of rural area males and females, by a state-run institution AIOU. Functional Education Programme for Rural Areas (FEPRA) was started in 1983 by BUESP with the total sponsorship of Netherlands’s government. It used AV Van, audio cassettes and flip charts as the ICTs alongwith the primer and other course books. It provided functional literacy in the following 10 issues/problems through the use of ICTs in the rural areas of Rawalpindi, Islamabad, Kharian and Uch Sharif:

1. Child care
2. Poultry keeping at home
3. Electricity in the village
4. Livestock management
5. Agricultural credits
6. Sanitation
7. Better yields
8. First aid
9. Population education
10. Women’s health

The ICTs were developed in Siraiki and Punjabi languages, keeping in view the facilitation and understanding of target learners. These ICTs were
pre-tested and improved. Teacher training was also provided through ICTs and in ICTs use during the project.

**Methodology Used**
The methodology was based on the outreach and the distance education system of AIOU. The ICTs were planned and developed according to the primer and course contents. Literacy centers were opened in the target areas. Each literacy group consisted of 15 persons. Trained teachers used ICTs for teaching the group and central monitoring team from AIOU visited to each center fortnightly with A.V Van containing all the ICTs for guidance, supervision, monitoring and evaluation.

**Beneficiaries**
Total numbers of beneficiaries in the ten cycles from 1983 to 1993 were 23873 (12265 males and 11608 females), in the four districts, in 700 groups. The pass percentage of the learners was 80% for Rawalpind, 90% for Islamabad, 65% for Uch Sharif and 83% for Kharian. Drop out rate was measured as 11% of the total enrolment.

**Cost-Effectiveness**
According to the report on Consultancy Mission by Berry Reeves and Dr. David Warr (pp.34-36), cost effectiveness for FEPRA was, as given below:

<table>
<thead>
<tr>
<th>Table - 2</th>
<th>Showing the Cost-effectiveness of the FEPRA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed costs</td>
<td>Rs.319.00 per learner</td>
</tr>
<tr>
<td>Variable costs</td>
<td>Rs.253.00 per learner</td>
</tr>
<tr>
<td>Total cost per learner</td>
<td>Rs.572.00</td>
</tr>
<tr>
<td>Total cost per learner based on average enrolment (520 p.a) over the 18 cycles</td>
<td>Rs.3080.00</td>
</tr>
<tr>
<td>Overall cost for each student passing the examination</td>
<td>Rs.1056.00</td>
</tr>
</tbody>
</table>

**Impact, Evaluation and Conditions of Replication**
This ICT based education practice of FEPRA was evaluated after every two years by foreign as well as local consultants and found useful, keeping in view its mechanism and outcome. All the evaluation reports recommended replication of the ICT based adult literacy after further improving the whole package. These have been replicated in the form of a new project BEFP which is being run by AIOU from its own resources without any sponsorship.
Use of multimedia CDs and internet for education by Computer Science Department, AIOU.

To take initiative in the use of multimedia in the ODL system of education initially for training in the field of Computer Science and Information Technology, the University has established a Multimedia Electronic Courseware Design Centre at its Computer Science Department with the funding of Higher Education Commission, Pakistan.

Under this project, multimedia laboratories have been set up at the AIOU main campus, and at the regional campus Lahore. Under the Electronic Courseware, two courses in information technology/computer science at master level and four courses in information technology/computer science at bachelor level are being developed. Six courses in information technology PGD/Diploma certification/continuing professional education are being developed.

Objectives
The main objectives of the project are:
1. To develop international standard information technology course materials in electronic form. This includes the multimedia courseware and web enabled courseware;
2. To prepare electronic documents and printed manuals to make an effective use of the course materials;
3. To develop capacity of AIOU faculty by training in the design and development of new IT based course materials; and
4. To initiate multimedia and web enabled courseware development work in Pakistan and to launch new electronic course materials to assist in IT training and education in Pakistan.

Course Development Phase
In this phase, the course contents are developed using the expertise of house professional coupled with expertise from outside the University.

Course development phase consists of the following activities:
i. Course Outline
ii. Course Write-up
iii. Course Write-up review
iv. Script writing
v. Script review
vi. Multimedia text and animation design creation
vii. Test item development
Multimedia Production Phase
In this phase, the production of the multimedia component of the learning package is developed on the basis of the material produced from the last phase. This phase is carried out with the help of other relevant departments of AIOU.

Following activities are performed during this phase:

i. Graphics and interface design.
ii. Sounds recording.
iii. Sounds editing.
iv. Animations.
v. Integration.

Product Testing Phase
In this phase, the testing of the learning package is done both inside the department as well as in the field. Necessary changes\corrections are made on the basis of test reports.

Expected Beneficiaries
The Expected beneficiaries of these ICTs are more than 5000 male and female students of AIOU all over the Pakistan in the field of Computer Science.

Open Learning Institute of Virtual Education (OLIVE)
Open Learning Institute of Virtual Education – an e-educational programme is being launched by AIOU. It comprises of online registration for education in any area of interest offered by the university, and contains web-based lectures. This would definitely help to eliminate the need of a regular campus and hurdles to reach the premises on time. Students are provided with the facility of Net Meeting, online chat session with tutor (Virtual Class room), access to online course material and discussion forum for student to discuss academic as well as other related issues on the web. Using this interface, students can communicate with each other as well with management and Faculty very effectively. Online help will be provided to the students, tutors and university staff to use the web site more efficiently. A static page for help will be displayed for using all the features. Students can view the exam schedule, results, and sample questions etc., which are to be held at the end of each semester. Students can submit their assignments in PDF format. This file contains the information about the assignments. Students can view the submitted
tasks and can comment on it. The ICT armoury of AIOU is summarized in Table 3.

**Table 3: ICT Armoury of AIOU**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Specificity</th>
<th>ICT Used</th>
<th>Numbers</th>
<th>Topic(s)</th>
<th>Years</th>
<th>Cost (Rs.)</th>
<th>Level/ Beneficiaries</th>
<th>Territory covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>General (IET)</td>
<td>TV Programme</td>
<td>637</td>
<td>For different courses offered by AIOU</td>
<td>1976 to 2004</td>
<td>75,000/prog</td>
<td>Students of AIOU (1 million)</td>
<td>All over Pakistan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Radio Programme</td>
<td>2699</td>
<td>-do-</td>
<td>1976 to 2004</td>
<td>7780/prog</td>
<td>-do-</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video Cassettes</td>
<td>107</td>
<td>-do-</td>
<td>1984 to 2004</td>
<td>75,000/prog</td>
<td>-do-</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Audio Cassettes</td>
<td>518</td>
<td>-do-</td>
<td>1986 to 2004</td>
<td>80 per cassette</td>
<td>-do-</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>S. S. Show</td>
<td>17</td>
<td>-do-</td>
<td>1984 to 1988</td>
<td>-do-</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Flip Charts</td>
<td>70</td>
<td>-do-</td>
<td>1984 to 1992</td>
<td>-do-</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computer Science Department, AIOU</td>
<td>CDs</td>
<td>12</td>
<td>Computer Related Courses</td>
<td>2003 to 2004</td>
<td>3.2 Millions</td>
<td>Bachelor, Masters, PGD students (5000+)</td>
<td>All over Pakistan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Online Education Internet/Email</td>
<td>2 courses</td>
<td>Information Technology Management, Software Engineering</td>
<td>2003 to 2004</td>
<td>4500 per course</td>
<td>Masters (30 Students/semester)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Institute of Mass Education, AIOU</td>
<td>TV Programme</td>
<td>8 to 10</td>
<td>Functional Literacy, Women's lives, Health, Vocational and life Skills</td>
<td>2004</td>
<td>2750 per package</td>
<td>Illiterates and women of rural areas</td>
<td>Rural areas of Pakistan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video Cassettes</td>
<td>28</td>
<td>-do-</td>
<td>-do-</td>
<td>-do-</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Audio Cassettes</td>
<td>10</td>
<td>-do-</td>
<td>-do-</td>
<td>-do-</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Flip Charts</td>
<td>70</td>
<td>Functional Literacy, related to Women</td>
<td>-do-</td>
<td>-do-</td>
<td>-do-</td>
<td></td>
</tr>
</tbody>
</table>
Other initiatives in ICT based literacy and skill training using ODL system

Besides AIOU and virtual University, there are a score of organizations like ABES attending this workshop as practitioner from my country who are not only producing, but actively using ICTs fro imparting literacy and skill training using non-formal mode of education. Significant of these are:


ii. ICT based AFL of farmers – a practice by Pakistan Agricultural Research Council (PARC), using e-mail, Online Education, Computer Assisted Teaching, TV Programme, radio programme, video cassettes, audio cassettes, multimedia projector, slide projector, overhead projector, flip charts, printed charts.

iii. ICTs used by Pakistan Girls Guide Association (PGGA)- Literacy Resource Center, Punjab using CDs, radio programmes, audio-cassettes, flip charts printed charts, Internet and email, multimedia, overhead and slide projector.

iv. ICT – Based education Initiative of TMF, radio programmes, printed charts and computers.

v. Functional literacy through private radio channel Power 99 in programme.

vi. CD – ROM as ICT for literacy by JIN Technologies (Pvt.) Limited “Cartoon Qaida” – urdu primer, produced for literacy.

Impact Study

A study was formally conducted to find out the impact of use of ICTs in literacy and skill training through ODL system by developing a criteria (Annex-A) and ICTs Initiatives of various organizations in Pakistan were ranked which is provided in Table-3.
<table>
<thead>
<tr>
<th>Organization</th>
<th>ICT Used</th>
<th>Level</th>
<th>Rank Order</th>
<th>Impact Size</th>
<th>Percentile Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Past Initiatives</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pakistan Agricultural Research Council (PARC)</td>
<td>TV programmes, radio programmes, Audio cassettes, S.S show, flip charts, CDs, e-mail, Computer Assisted, Teaching, video cassettes, multimedia projector, slide projector, flip charts/Printed, Online Education.</td>
<td>AFL</td>
<td>1</td>
<td>.63</td>
<td>26</td>
</tr>
<tr>
<td>ETV</td>
<td>Television Programmes</td>
<td>AFL</td>
<td>2</td>
<td>.57</td>
<td>23</td>
</tr>
<tr>
<td>FEPRRA Project of Allama Iqbal Open University (AIUO)</td>
<td>flip charts, A.V Vans,</td>
<td>AFL</td>
<td>3</td>
<td>.43</td>
<td>11</td>
</tr>
<tr>
<td>Pakistan Girl Guide Association</td>
<td>radio programmes, Audio cassettes, CDs, e-mail, Internet, multimedia projector, slide projector, flip charts/Printed.</td>
<td>AFL</td>
<td>4</td>
<td>.41</td>
<td>10</td>
</tr>
<tr>
<td>Institute of Educational Technology (IET) Allama Iqbal Open University (AIUO)</td>
<td>TV programmes, radio programmes, Audio cassettes, S.S show, flip charts, CDs, Online Education,</td>
<td>HSSC, to Bachelors</td>
<td>5</td>
<td>.26</td>
<td>04</td>
</tr>
<tr>
<td>Jin Technologies</td>
<td>CDs</td>
<td>3-5 Year Children</td>
<td>6</td>
<td>.37</td>
<td>09</td>
</tr>
<tr>
<td>Virtual University</td>
<td>Television programmes</td>
<td>Graduate and Post Graduate</td>
<td>7</td>
<td>.31</td>
<td>08</td>
</tr>
<tr>
<td>Tameer-e-Millat Foundation (TMF)</td>
<td>radio programmes, flip charts</td>
<td>AFL, Primary</td>
<td>8</td>
<td>.21</td>
<td>03</td>
</tr>
<tr>
<td><strong>Current Initiatives</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institute of Mass Education (IME) of Allama Iqbal Open University (AIUO)</td>
<td>Flip Charts, Audio Cassettes</td>
<td>Literacy and AFL</td>
<td>1</td>
<td>.67</td>
<td>29</td>
</tr>
<tr>
<td>Multimedia Electronic Course Ware Design Center at AIUO</td>
<td>CDs, Online Educations</td>
<td>Masters, Bachelors, PGD</td>
<td>2</td>
<td>.51</td>
<td>22</td>
</tr>
<tr>
<td>ABES</td>
<td>TV Programmes</td>
<td>AFL</td>
<td>3</td>
<td>.47</td>
<td>12</td>
</tr>
<tr>
<td>FM 99 – Power 99</td>
<td>Radio Programme</td>
<td>Literacy</td>
<td>4</td>
<td>.27</td>
<td>05</td>
</tr>
</tbody>
</table>

Impact size employs or continues where zero means that there is no impact from introducing some innovation, while a negative Impact indicates that the

71
innovation has a decreased impact on achievement and a positive impact that an ICT Initiatives has an increased impact on achievement, it is calculated, to determine the presence of a statistical achievement in the mean standard deviation units. There are many possible ways to estimate the effect size. The following is one of the fundamental formula which was used to find out impact size, In this study;

\[ I^* = \frac{M_e - M_c}{S_e} \]

In this formula, M is the Mean and S is the standard deviation. An impact size of 1.0 indicates an increase of one standard deviation. Impact sizes are often expressed as percentiles of percentage improvement in learning to help with interpretation of what particular impact size means. For example, an impact size of 1.0 indicates that 84% of the treatment group performed better than subjects in the control condition who scored at the mean.

Conclusions and Recommendations

Consequent upon the review of literature, analysis of data and lessons learnt from interviews and interaction with people and organizations, following recommendations are hereby cited as a future plan of action.

1. ICTs from flip charts to internet is the only pancreas in literacy and skill training through ODL system of education to reach the vast majority of outreach populace.

2. There is a general misconception that ICT-based literacy is a costly game while this study has proved otherwise.

3. Success stories of the ICT-based adult literacy and skill of the past like that of ABES functional literacy through tele-lessons and that of IME, AIOU, PARC, Power 99 and Jin.Tech. may be replicated after updating them.

4. ETV and Radio Pakistan are under-utilized from educational point of view. These two media may be planned for their active use for adult literacy through tele-lessons and radio programmes with continuous monitoring and evaluation of learners. Programmes like “Sesame Street”, which is aired in 140 countries around the world, may be developed in national and local/regional languages and may be telecasted nation wide. This will require a sound planning and a team work of producers, educators and adult learners.

5. National Education Equipment Center (NEEC) and AIOU may be declared as the centers of excellence for the production of ICTs. All the organizations, teachers and literacy centers of Pakistan may be linked with these institutions for procurement and getting training in the use of ICTs.
6. Public-Private Partnership in efforts of ICT-based production for and skill training literacy is essential to take advantage of the latest ICT tools. The private sector can offer advanced knowledge concerning ICT tools which would be cost-effective and relatively cheaper over time.

7. In adult literacy and skill training, ICTs may be delivered to one of multiple sights via printed material, TV and radio. The real time and non-real time computer technologies may also be stimulated in part by the new internet-based and multimedia technologies in Pakistan.

8. A mechanism of sharing the ICT-based education material and experiences by various organizations is to be developed. Federal and provincial “ICT-based Education Coordination and Dissemination Units” may also be established by Federal Ministry of Education.

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COMPREHENSIVE GUIDANCE PROGRAMME FOR NIGERIAN SCHOOLS

By
Dr. Oyaziwo Aluede

Abstract
This paper reviews the current guidance and counselling practices in Nigerian secondary schools, highlighting the present nature of guidance programme and problems associated with full implementation of a functional guidance programme in Nigerian secondary schools. The paper however, advocates the adoption of a comprehensive guidance programme, which author believes would be very beneficial to the total well being of the school child and also make guidance programme relevant in the school system.

Guidance and counselling services as career guidance is existed in Nigeria since 1959, when a group of Catholic nuns at St. Theresa’s College, Oke-Ado, Ibadan organized a career guidance workshop for graduating students and later years formed the Nigerian Career Council (Aluede, McEachern and Kenny, in press; Ipaye, 1983). However, the commonly referred as the casework approach by various programmes (Hui, 1994; Luk-fong and Lung, n.d), was only introduced by the Federal Government of Nigeria in 1977, by its recognition of the need to provide guidance services in the educational sector and the society as this was particularly evident in the national policy on education (Federal Government of Nigeria, 1981; Osezua, 2000).

The national policy of education emphasized science, technological and prevocational training for occupations in the junior and senior secondary schools (Ehiametalor, 1989). The goal was that the students would be acquainted with the capacity for self-reliance in the economic, occupational and other spheres of human endeavours (Okeke, 1989, cited in Aluede, 2000). This newly introduced educational system, as a matter of fact, had some attendant problems for the school child especially the confusion and lack of knowledge regarding the transition stage after the junior secondary school.

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In recognition of the enormous problems that this new educational policy would pose for the students, especially with many subject options from which they were expected to make choices relevant to their occupations, (which they intend to pursue at the tertiary education level) may have influenced the Federal Government of Nigeria to incorporate guidance and counselling programme as an educational service in the school system with a mandate that counsellors will be appointed for the post primary schools to help young people about their career prospects and personality maladjustment brought about by their apparent ignorance of the new educational policy (Federal Government of Nigeria, 1981).

In spite of this provision in the Nigeria’s educational system, one wonders if guidance and counselling as currently practiced in Nigerian schools meet with the goal set out by the Federal Government of Nigeria in its national policy of education. To this end, this paper would aim at the following:

(a) Evaluate the current practice of guidance and counselling in Nigeria’s educational system;
(b) The relevance of comprehensive guidance and counseling; and
(c) Advocate the benefits for the adoption of comprehensive guidance and counselling in Nigeria’s educational system.

Current School Guidance and Counselling Practices in Nigeria

Guidance and counselling has not been given its due place in Nigeria’s educational system, largely because the heads of school believe that teachers are much more needed in the school system than the counsellors. Even when they are employed to do counselling, on arrival at most schools, they are made to perform dual roles, such as teaching and counselling. At other times, they are made to abandon counselling and take to full-time teaching. Many school heads in Nigeria argue that the government cannot afford to spend its meager resources in the recruitment of officers who would simply sit in their offices in the name of counselling (Aluede, 2000; Iwuama, 1991).

In Nigeria, school counsellors face the difficulty of not taking into consideration the differences in the various students’ population, particularly the personality adjustment, which is one of the main mandates for the introduction of guidance and counselling as an educational service in the national policy on education. School counsellors come under the pressure of large student-counsellor ratios (e.g., a counsellor may be employed to serve a student population of over one thousand students). At other times, counsellors are under competing pressure of available time, which has made it difficult for them to evolve effective techniques for responding to the unique and multiple needs of special populations in the school (Aluede, 2000).
School counsellors in Nigeria are still relegating sessions to study hall-time, lunch period, or time before or after schools. School counsellors have not been able to prove that their services are indispensable and of great relevance to the full functioning of Nigeria’s educational system (Uba, 1990). In addition, school heads, parents and teachers, still heavily resists guidance and counselling programme in Nigeria’s school system. They contend that the information that counsellors may seek in the process of counselling is an invasion of the privacy of their children/students (Osezua, 2000).

Most school counsellors in spite of the fact they are in short supply, especially in situations where a single counsellor is employed for a student population of over one thousand students, still emphasize individual counselling. In addition, many of the counsellors are yet to make known their contributions to the well being of the child. As they are yet to design a guidance curriculum that would aim at creating a self-reliant person, who will understand his/her strengths and weakness, and who additionally would be able to make wise choices and decisions without the help of the counsellor (Uba, 1990). This no doubt will ease the work of classroom teachers and increase public awareness of the relevance of school counsellors.

The Relevance of Comprehensive Guidance and Counselling Programme

The guidance-counsellor was expected to deliver some array of services offered to students on the basis of individual needs. These were either handed down by the State Ministry of Education or as theorized in most leading guidance texts, which included individual counselling, group counselling, testing, scheduling, educational and occupational information. It was assumed that if a school had such services, processes and functions available to students, the guidance efforts would be effective and useful. Such circumstances were increasingly questioned by administrators and policy makers especially the vagueness of the outcomes of guidance and counselling programmes in schools (Hui, 2000).

As the concept of guidance for development continued to emerge in the 1970s in the United States, it became obvious that one-to-one encounter between the school counsellor and the students were inadequate. It became clear that school counselors could no longer deliver guidance unilaterally, rather, they would learn with teachers to design developmental learning experiences, to participate in the implementation of programme components, and to provide information on the effectiveness of the components. Thus, leading to the development of a conceptual structure that aligns the goals of comprehensive guidance responsibilities of school teachers, parents, community representatives, school administrators as well as school counselors and other pupil personnel specialists (Myyrick, 1994).
Although, guidance and counselling programmes in schools have been the work of guidance counsellors and at other times career masters, who are to be appointed in the absence of school counsellors (Federal Government of Nigeria, 1981), the notion of guidance as a whole school responsibility involving teachers and administrators is becoming more prevalent (Hui, 2000). For instance, as evidence of good guidance, official policy in England points to teachers’ acceptance of a role in guidance, teachers’ personal relationship with students, offering individual and group guidance, and relating personal-social education, career education to guidance (Watkins, 1994).

Aluede (2000) and Aluede, Afen-Akpaida and Adomeh (under print) have remarked that school guidance and counselling in Nigeria has reached the level where it has become necessary to involve every teacher in the act of counselling. Thus, for every successful implementation of guidance programmes in schools, counsellors need to work with other staff in the planning, organization and implementation of all aspects of the programme. To allow for the full participation of every staff member, small committees should be set up with varied responsibilities. With a central committee vested with the responsibility of overseeing and coordinating the general operations of all the committees. This central committee was expected to be headed by the deputy school heads with head of departments as members (Ipaye, 1983).

Generally, Gysbers and Henderson (1994) listed a number of components that are of pertinence in a whole school guidance programme, these are: The teachers’ involvement and collaboration in guidance curriculum; the planning of programmes for all students to assist in their development; the provision of responsive services for students who may need counselling, consultation and referral; and the general system support by the school administration and overall school management.

A whole school approach means the involvement and collaboration of all functional teams or departments in guidance, as opposed to the sole involvement of the guidance team in the traditional casework approach. Watkins (1994) considers a whole school guidance approach in the context that school guidance is pro-active and developmental and collaboratively planned and delivered, and permeates the school curriculum and contributes to the school atmosphere. For example, the whole school approach to guidance and counselling as practiced in Hong Kong endorsed the inclusion of all schoolteachers in guidance. The policy, specifically points to the responsibility of teachers in the identification of students in need of help and offering assistance, and to the role of school management in cultivating a positive environment in responding to students’ problems (Hui, 2000).
Hui and Lo (1997, cited in Hui, 2000) had investigated the implementation of a whole school approach through developmental guidance programmes; their findings revealed that the integration of guidance and personal-social guidance into the whole school curriculum was feasible. The study further highlighted pertinent factors that would facilitate a whole school approach to guidance to include: Harmonious teachers’ relationship; the perceived need of the school community for change; and the role of the guidance team as a catalyst. Thus, a formal channel needs to be established whereby teachers can share their beliefs about guidance, discuss their perceived goals in guidance and education, consider the needs of their students, exchange views on school activities and discuss the whole-school policy on guidance. In addition, the focus of school guidance should be based on the shared views of all the teachers rather than on the preference of the school guidance team (Hui, 2000).

The whole school approach as proposed by McGuinness (1989) would demand that: (a) subject teachers be involved in offering guidance and reorganize the academic curriculum to allow time for developmental guidance; (b) adapt guidance into their teaching pedagogy; (c) need the conviction of the school administrators about the importance of effective education as an educational goal, since educational system has largely been geared towards academic excellence and success in examination. As the feasibility of this approach has been revealed in actual school practice (Hui and Lo, 1997, cited in Hui, 2000).

Nigeria can borrow from Watkins and Wagner’s (1992 cited in Watkins, 2001) proposals about the strategies for developing a whole school guidance approach. They contended that guidance and discipline are two related rather than contradictory aspects of a school’s organization of care for students. Similarly, Best (1995, cited in Hui, 2001) brings together discipline, guidance support for individual students and the curriculum. Hence a way forward may be trying out the Hong Kong’s experience of creating one functional team/department that looks after the personal and social development of students with sub-committees taking care of more specific aspects of guidance, discipline and curriculum (Hui, 2000, 2002).

The Benefits of Comprehensive Guidance and Counselling Programme

All over the world, school counselling has been looked upon as to have different types of relevance to schools depending on the needs of the nation in different historical periods. Generally, both elementary and secondary school counsellors have important roles in preventing dropouts, motivating students to stronger educational performance, providing better students’ knowledge about their post-secondary opportunities, and in general, stimulating more purposeful behavior (Herr, 2001; Yue, 1995; Lung and Luk-Fong, 1998).
For example, in the United States, in spite of the important national commitment of the National Defense Education Act to guidance in school, many persons did not find the outcome of guidance and counselling as self-evident, as they were unwilling to accept the validity of guidance in faith. At some point, professionals began to wonder if it can be shown that persons who experience guidance and counselling get along any better in their later lives than those who do not (Herr, 2001). Later it became increasingly clear that guidance professionals were seen as unrealistic in what they promised to do in the schools or about what they hoped to achieve. In short, descriptions of guidance in schools had largely dealt with guidance functions or processes to be expected rather than the products that should result from such functions. However, a study conducted by Lapan, Gysbers and Sun (1997) with some 30,000 high school students in Missouri when scores were compared between those students who attended high schools in which comprehensive guidance and counselling programmes were fully implemented and those students who attended schools without such programmes, results showed that students in schools with comprehensive guidance programmes were more likely to report that they had earned higher marks in their course work, their school had better prepared them for the future, even had more career and college information available to them and their school environment were largely positive. Similarly, MacDonald and Sink (1999) reemphasized the fact that comprehensive guidance programmes were central to a school’s mission. It must be valued as vital offerings of the school, both as parts of the curriculum of the school and as a mechanism to help all students personalities and obtain the most benefits from their educational experiences (Herr, 2001).

The benefits of adopting comprehensive guidance and counselling programmes have been well documented. Sink and Stroh (2003, 2004) reveal that the following results are the benefits derivable in the adoption of comprehensive guidance and counselling programmes in schools: First, that early elementary-age children who attend the same schools for three or more years, with the comprehensive developmental guidance programme in place, will benefit academically, even if the comprehensive developmental guidance programme is not fully implemented. Second, children from all socioeconomic levels who remain in the same school for multiple years in a well implemented comprehensive developmental guidance programme will generate higher achievement tests scores than students who attend schools with such whole-school counselling approach. Third, that comprehensive developmental guidance programmes are making a difference in students’ educational lives at all levels.

Concluding Remarks
Given the benefits of comprehensive school guidance and counselling approach in schools, which have been enumerated above, it would be prudent for
all ministries of education and other education agencies vested with the management of the school system in Nigeria, to support the implementation of comprehensive school guidance and counselling programme in schools. As comprehensive school guidance programme has been associated with gains in academic achievement.

REFERENCES


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LIFE LONG EDUCATION:
ANALYSIS OF CONCEPT

By
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Abstract
This paper deals with the nature of concept of lifelong education. The lifelong education constitutes informal, formal and non-formal education processes. So lifelong education can be defined as a process of deliberate and unintentional opportunities those influence learning throughout life span. Dimensions of lifelong education have also been detailed alongwith its goals. Pre-requisites of lifelong education, concept of integration, flexibility and diversity and lifelong education as a master concept are also given due consideration.

Introduction
Education is processes, events, activities and conditions those assist and encourage learning so education may be planned at random, but it helps in learning, thus education is a service. Lifelong education requires that someone i.e. government or other agencies – develop policies and devote resources to education that cover a broad array of informal, non-formal and formal settings where deliberate choices are made.

Human beings consciously or unconsciously keep on learning and training themselves throughout their lives. This may be result of the influence of the surrounding which mould their behaviour, their conception of life and the content of their knowledge.

In recent time, the scholars and planners put education in broader view by promoting the concept of lifelong education. Advocates of life long education view that education is a process that continues in one form or another throughout life. Its purposes and forms must be adapted to the needs of individuals at different stages in their development (Rashid, M. 1993). Education is seen as an integral part of life, and all the institutions of society with an educative potential are considered resources for learning. It is this very educational process through which individuals become more competent in their skills, attitudes so that they gain more control over their environment.

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Statement of the Problem

The study aimed at explaining the concept of life long education, the study also analyzed the concept of life long education with reference to distance and non-formal education.

Objectives

The objectives of the study were:

1. To discuss the broader perspective of education.
2. To conduct the desk review of the wider concept of lifelong education.
3. To identify different concepts of lifelong education.
4. To elaborate the pre-requisites for lifelong education particularly in the perspective of Distance and Non-Formal Education.

Assumptions

Concept of lifelong education has implications for programme development, implementation and its evaluation.

Methodology

The study was descriptive in its nature. The library documents were used as tools of collection of data. After going through these documents, a detailed presentation according to objectives is made.

Presentation

Ideas about lifelong education may sound like little more than enlightened common sense; in fact ideas represent a design for implications for preparatory as well as adult education. First the concept of lifelong education contradicts with conventional wisdom where education is limited only upto schools and colleges to prepare children and young people for adulthood. A second profound implication is that the formal educational system must be reorganized so that it can be flexible enough to accommodate individual options and to prepare young people to continue their education as self-directed and competent adult learners.

Terminology of adult education, continuing education, life long learning, independent learning projects, community education, community development, adult learning, adnragogy, adult basic education, animated facilitation, concretization have been interchangeably used. The word life according to Galbraith (1992, p.3) "conjures up definitions that range from political, religious, sociological, historical, anthropological and psychological perspectives."
Understanding life involves determining how society measures it and views it in relationship to these various perspectives. Life is composed of the growth and development of human being that takes places from birth to death”. So lifelong refers time span. Lifelong education and lifelong learning are being used synonymously to mean and promote adult.

Dave, R.H. (1973, pp.14-25) has identified the following twenty concept characteristics in his book entitled “Lifelong Education and School Curriculum”.

1. The three basic terms upon which the meaning of the concept is based are “life”, “life-long” and “education”. The meaning attached to these terms and their interpretation largely determine the scope and meaning of life long education.
2. Education does not terminate at the end of formal schooling, but is a lifelong process. Lifelong education covers the entire life-span of an individual.
3. Lifelong education is not limited to adult education but it covers all stages of education pre-primary, primary, secondary and so forth. Thus it seeks to view education in its totality.
4. Lifelong education includes both formal and non-formal patterns of education, planned as well as incidental learning.
5. The home plays the first, most subtle and crucial role in initiating the process of lifelong learning. This continues throughout the entire life span of an individual through the process of family learning.
6. The community also plays an important role in the system of lifelong education right from the time the child begins to interact with it and continues its educative function both in professional and general areas throughout life.
7. The institutions of education like schools, universities and training centers are also important, but only as one of the agencies for lifelong education. They no longer enjoy the monopoly for educating the people and cannot exist in isolation from other educative agencies in the society.
8. Lifelong education seeks continuity and articulation along with vertical or longitudinal dimension.
9. Lifelong education also seeks integration at its horizontal and depth dimensions at every stage in life.
10. Contrary to the elitist form of education, lifelong education is universal in character. It represents democratization of education.
11. Lifelong education is characterized by its flexibility and diversity in content, learning tools and techniques, and time of learning.
12. Lifelong education is a dynamic approach to education which allows adaptation of materials and media of learning as and when new developments take place.
13. Lifelong education allows alternative patterns and forms of acquiring education.
14. Lifelong education has two broad components; general and professional. These components are not completely different from each other but are inter-related and interactive in nature.
15. The adaptive and innovative functions of the individual and the society are fulfilled through lifelong education.
16. Lifelong education carries out a corrective function i.e. to take care of the shortcomings of the existing system of education.
17. The ultimate goal of lifelong education is to maintain and improve the quality of life.
18. There are three major pre-requisites for lifelong education namely, opportunity, motivation and educability.
19. Lifelong education is an organizing principle for all education.
20. At the operational level lifelong education provides a combination of all system of all education.

"Learning to be" (Faure, 1972) the UNESCO report proposed lifelong education as a master concept, constructed as a blue print for educational reform in industrialized and called developing countries. UNESCO adopted the notion of lifelong education as an instrument for developing civil society and democracy.

According to Zaki, (1975, p.59) lifelong education differs from ordinary institutionalized education as lifelong education is more flexible and extends the opportunities of education by means of reading, study and instruction. This flexibility is in terms of "Freedom of persuasion of courses of interest to themselves". Learning may take place in homes or at study centers. Generally learning is a modular system of packages. Lifelong education reminiscent of the saying of the Holy Prophet (PBUH). Seek knowledge from cradle to grave.

Learning and Lifelong Education

Many authors around the world say that learning and education are used interchangeably. Dave (1976, pp.35-36) states that lifelong education seeks to view education in its totality...it is a process of accomplishing personal, social and professional development throughout the life span". So it is incorporated in every dimension of society. Wain (1987) supports this view by commenting "it is deeply rooted in the social circumstances which determine the motives of human action. This can be a source of confusion; notion of lifelong learning has little
theoretical juice. Some advocates of lifelong learning specifically reject the use of ‘learning’ to label a psychological construct and instead, use it as to describe behaviour that is very much like education. These can be seen as under:

**Dimensions of Lifelong Education**

The world-known Faure Report made 21 major recommendations that pertained to four concepts – vertical integration, horizontal integration, democratization and the notion of the learning society.

Grifflin (1998) outlines the dimensions of lifelong education as given below:

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Old People

II | I
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Non-Formal Settings | Formal Settings
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IV | III
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Young People
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**Dimensions of Lifelong Education**

The educational systems assign an undue emphasis on the education of young people in formal settings (Quadrant III). In a learning society, there would be a more equal distribution of resources and emphasis on each quadrant. Hence, there would be as much emphasis on the education of young people in non-formal (Quadrant IV) as in formal settings (Quadrant III). As well, there would be an emphasis on the education of older people (adults) in formal (Quadrant I) and non-formal settings (Quadrant II). Each quadrant is of an equal size. This is because in a learning society there is consideration for lifelong education.

**Vertical Integration**

The vertical dimension refers to the life-span aspect of lifelong education – the idea that education should occur throughout life from cradle to grave. There are profound psychosocial and structural barriers that effect the ability of people to opt in and out of education throughout their lives. In a vertically integrated system, structural barriers can be removed by adopting appropriate legislation. But, equal opportunity does not automatically provide for equal participation. For this reason, it is natural to think that only facilitating access will overcome the historic tendency for formal education to reproduce unequal power relations.
Horizontal Integration

The horizontal integration (or interaction) refers to the need to foster education in non-formal as well as formal settings. The advocates of lifelong education believed that it is intolerable to have a situation where education secured in formal settings results in status and credentials and that gained in non-formal, let alone informal settings, secures few credentials and no status. If someone needs to learn how to run their computer or get along better with their kids or spouse, does it matter if these things are learnt in school or in non-formal (out-of-school) or informal settings?

At present, usually formal and non-formal settings are like two parallel railway lines. Formal settings have little to do with the non-formal. Hence, school teachers know little about the educating children at their Scout or Guide group, at the summer camp, at or in other non-formal educational settings.

There are informal, non-formal and formal settings for education. There are many non-formal educational settings (such as in prisons) where the processes are as rigid as those found in formal settings such as in universities. The intent of this is to portray education as something that occurs throughout society.

The educators, particularly those in formal settings, should not have a monopoly on education. Perhaps the worst thing that could happen to education is to have it fall into the hands of educators. In this analysis, formal settings are those age-graded credential-warding schools, colleges, universities and similar settings, usually under the control of the ministry of education. Non-formal are out-of-school educational settings such as community centers, mosques, prisons, workplaces, etc. The instructional processes employed in non-formal settings may be quite formal. Finally, people also learn in informal settings through exposure to the media, through conversations, casual and incidental encounters in community settings, tradeshows or public awareness campaigns.

While Copley and Dave (1978) classify life long education in two dimensions; vertical integration and horizontal integration. Another scholar Galbraith (1992a) suggests a third category: learning to learn, as an important dimension of lifelong education: a pre-requisite to any educated community or society is that its people acquire the skill to learn how to learn”. This dimension suggests that the educated person learns how to adapt and change, either out of self-motivation to be more efficient or out of sheer necessity for societal and personal influences and changes.
Goals of Lifelong Education

An understanding of the goals of lifelong education is important. These include the ideas of "learning to be" and the "learning society". Learning to be incorporates the goals of learning to think, of becoming a productive citizen, of learning to act and react as a full member of society, but it comprises something greater and deeper than these. For "learning to be" involves a process of self-discovery and the achievement of an awareness of our capabilities— as well as our shortcomings.

Because the life itself is a continual process of learning, adapting and discovering ignorance, so the process of "learning to be" must also be a dynamic process. One should know more about oneself and one's world. The learning society in which learners participate is also a continuous dynamic. It does not have a finite bank of knowledge to pass on, it is a society whose stock of knowledge is continually expanding, being evaluated and updated where the process of learning is as important as its product. An essential attribute, therefore, of an individual in a learning society is the quality of educability, which means to learn and to go on learning.

The idea that individuals can go on learning, may choose their own paths to learning must continually seek to gain a little more enlightenment and must do all this within a "learning society" which they support is an idea of great power but one which may have a different kind of relevance in different cultures.

One issue is relevant. The learning society may find it easier to operate when its values are shared by the majority of its members. Yet, many nations all over the world are intensely pluralistic. This presents a dilemma on the one hand; there is a danger that in order to reach a consensus within such a society a distinctive set of values may be so diluted. Alternatively where one set of values is strongly maintained there is a possibility that education may be used by one group in society to "enslave" others.

None of these issues invalidate the principles of "learning to be" or of the "learning society". Education in developing countries must liberate, must help people discover themselves, must set thought on the move, for the dangers of fossilization of educational practices and institutions is very great; but it must do so differently within the contexts of the different cultures It serves, recognizing the dangers of indoctrination, safeguarding the rights of minorities or positively discriminating in their favour and recognizing that there are acceptable alternatives to individualism.
Pre-requisites for Lifelong Education

These may be defined as opportunity, motivation and educability as already mentioned, a degree of effort being essential to both motivation and educability.

Opportunity will be differently interpreted and differently available. Its interpretation will depend on philosophies of life, which may vary greatly between societies. But it must remain an aim for every society to achieve as much democratization as possible; to offer increasingly greater opportunities for members to go on learning and to help ensure that such opportunities are shared more equally than they have been in the past. But human and economic resources within countries can determine the extent to which opportunity is available.

Moreover, the societies can hardly do more than offer opportunities of lifelong education to those prepared to take them. It is certain that in many cases the effort required to take advantage of these in a developing country is far greater than it would be in a high income industrialized society. The question of motivation is thus very critical, and motivation is likely to vary quite drastically between those who want to find "room at the top" and who are supported by their families and communities in this resolve, and those whose cultural patterns do not particularly favour self-improvement or whose. A real danger therefore exists that a combination of the factors of opportunity and motivation may lead to widening rather than narrowing gaps in society. Those who have opportunities may very well be also those who are motivated to seek more. Therefore need is to ask ourselves how the poorly motivated can be helped and how new patterns of education can be devised to avoid the widening of such gaps in society. In this respect, the motivation of the "haves" in society to improve the conditions of the "have notes" becomes important.

Issues arising from opportunity and motivation, according to Hawes, H.W. (1975), are linked with aspects of educability. Clearly the idea of educability, embracing as it does the receptiveness, the open-mindedness and the health of mind and body to accept new ideas as well as a complex of skills and attitudes which are further than mere numeracy and literacy. But the latter remains of considerable importance since literacy provides a key to flexible learning and the ability to profit from self-instruction. Another potential force may be recognized, for there is a real possibility that those who possess certain skills will be able to adapt and progress far quicker than others.
The Concept of integration

The lifelong education implies two types of integration. It implies horizontal integration, that is a bringing together of all the various types of education being provided within the society, in school and out of it, so that they can support each other; and it also implies vertical integration, that is the articulation of various types, of education made available to individuals throughout their lifetime. There is need to integrate the aims so that all educational efforts are made complementary: and also integration of means to maximize resources and to avoid costly and overlapping of efforts.

The task of achieving satisfactory horizontal and vertical integration is a difficult one, but not impossible. In this respect the isolation of the school from what goes on around it, from what has happened before and what will take place afterwards is particularly regrettable. Indeed the length of time that a child spends in formal school can cut him off from his community. In the light of this concept of integration, current attempts to delimit areas of formal, non-formal and informal education would seem inappropriate. Education can be viewed as blend of opportunities from the most formal to the least formal depending on a number of variables such as how far it is planned, who provides it, where it is provided and the kind of reward system it offers.

The task of achieving integration involves both promoting: a dialogue between all those various agencies involved in setting goals and providing educational opportunities, and devising policy machinery to transform the results of such dialogues into action.

But, the possibility of achieving integration rests on the willingness of human Beings to accept it; affiliation of educational efforts does, if involved more sharing of information and a greater degree of mutual understanding. Lack of such understanding, distrust; or unwillingness to give up a little authority on the part of a few care effectively inhibit change.

It is equally important that the users of educational services should themselves be consulted especially. Integration of different forms of education cannot be achieved, without bringing changes in the nature and structure of the institutions, which provide it.

Flexibility and Diversity

Another aspect of the concept of lifelong education is that of flexibility in the content of what is to be learn what tools used in the process of teaching and learning and how much the time was taken.
For, if the centre of the process is the individual and the individual's relationship to the "learning society" logically there must be many paths to learning which must be recognized as suitable and appropriate not because they have always been used or because everyone uses them but rather in respect of how far they lead the individual effectively to where he wants to go.

But, these alternative paths also have obstacles; different values accord different contents and styles of learning e.g. inflexibility of administrative processes, the rigidity and centralization of the examination system.

The flexibility can be achieved through the use of new media, the loosening up of examination regulations, the provision of alternative structures of school and teacher preparation, and the replacement of rigid programmes. Examples of the use of television for children and adults in the Ivory Coast, the provision of unstressed schools in Saudi Arabia, shorter alternatives to primary school courses for older/children in Iraq or alternative programmes of basic education in Brazil, the examination reform in Tanzania; Nai Roshni School of Pakistan prove that these goals are possible to achieve. But progress towards achieving them is slow because of many factors e.g. in the Ivory Coast parents reacted violently against widespread use of television in primary schools on the grounds that the regular teachers were not "teaching".

Lifelong Education as a Master Concept
From the discussion made so far on the meaning of lifelong education, as a master concept becomes clear. It embodies the whole range of education to which human beings may be exposed. Thus the different forms currently labeled as "school education", "concurrent and recurrent education", "adult education", "continuing education" and "functional education" are all comprised. It also provides overall principles against "which the efficiency and the value of these activities can be judged. It provides a rationale for selection between alternatives and criteria for action. It can provide a means of relating different aspects of education and of setting priorities both with regard to what is valuable and what is not, and also in respect of what means are most appropriate for what purpose.

Life Long Education and Allama Iqbal Open University (AIOU)
The AIOU was established in 1974. Its system is Non-Formal Education. Most of its programmes are taught through distance mode. AIOU provides educational facilities to all from nine to ninety. Programmes of AIOU range from elementary Arabic course to Ph.D. AIOU occupies significant value as the formal system has consistently run ahead of resources, thus bulk of population remained unattended. At the same time, need for life long education from masses is
growing more and more so the masses can enhance their educational and professional level as the some of the objectives of the AIOU spells out:

- To provide facilities to people who can not leave their homes and jobs in such a manner as it may determine.
- To provide such facilities to the masses for their educational uplift as it may determine. (Vice-Chancellor Report 2004-2005).

During its last thirty years of existence, the AIOU has made strenuous efforts to bring the above mentioned objectives to reality. This lifelong opportunity enables the people to advance their career, knowledge, skills which was otherwise not possible.

With its main camps, AIOU extends educational facilities to the remotest parts of country and in some Middle East countries through learning packages, radio, TV, audio/video cassettes, computer assistance and tutorial services. There is 32 regional campuses and centers with 86 part time regional coordinating offices throughout the country. The regional services are equipped with copy printers, multimedia project, personal computers to facilitate the students at their door step or at the nearest point.

Conclusion

Lifelong education is form of education which covers whole of the individual life in one or other way. This concept has different characteristics and dimensions which reflect learning to be and learning society. While lifelong has prequistics of opportunity, motivation and educability which all three are integrated in the concept making it flexible and diverse.

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"TESTING TEACHERS’ BURNOUT LEVEL IN PAKISTAN"
Circumstances faced by twin city’s private colleges

By
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Abstract
This research paper is about predicators of burnout in Pakistani private colleges. 210 teachers responded against 6 different predicators. Study ends up with the result that all tested predicators are contributing towards teachers’ burnout, but contribution of workload for burnout is highest, in addition to regression. Chi Square Test is also used to find out the burnout level for male and female teachers, results are showing the male teachers’ burnout is higher than the female in Pakistani educational community.

Introduction
In Pakistan more than 82 universities and 26 degree awarding institutions with many affiliated colleges are functioning to build the nation through teaching and coaching the students. Teaching and learning are social acts that demand a continuous satisfaction all the times in varying environment; the role of the teacher is central and active while the students are mere objects like empty bowl to be filled by the teacher. Schools, colleges, universities and teachers inside these institutions are responsible for preparing active citizens according to society’s demands, while in new paradigm learning is considered as a life-long process and emphasis is given on zealous, dedicated teaching. Now a days government of Pakistan is spending huge budget for the promotion of education and teachers’ satisfaction, but still there are few factors that are causing teachers’ burnout.

Teaching is an ill-paid and often mockery profession in Pakistan. This statement is true for those teachers who are teaching the primary, middle or SSC level students. Teachers in reputed colleges or universities are getting high

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payments. Since there is an education emergency in Pakistan (where the literacy rate is estimated at 52% – a highly controversial figure and totally out of line with international standards), although ministry of education is claiming that literacy rate in Pakistan will be 100% up to year 2015 – myth or reality-nothing can be said about it, but somehow the other few radical solutions are required, like in addition to giving good salaries to the teachers. Government must make it sure that an institutional management satisfy the teachers by creating good relation with teachers and by providing them desirous facilities in class room and job security. Finally, the students’ behavior matter a lot for teachers’ satisfaction. If these very things will not be in favour of teacher, then burnout level will be high.

Recent studies about teacher burnout have emphasized upon (stress and burnout) because of un-satisfactory relations with management and staff, working conditions in the college, student misconduct and teacher’s poor health, rather than salary all these aspects are controllable and removal there removal will defiantly helpful to retain and satisfy teachers.

But, in this study, six factors (Workload, Students’ Behavior, Class Room Facilities, Appreciation from Boss, Career Opportunities in Educational Sector, and Job Security in College) are being tested for finding TB (Burnout Level) in private sector colleges. While Burnout means exhaustion of physical or emotional strength or motivation usually as a result of prolonged stress or frustration. Burnout doesn’t happen only to those who are stressed or frustrated but it usually happens as a result of stress and frustration.

All tested predicators are contributing towards teachers’ burnout, but workload’s contribution for burnout is the highest (R Square=0.52). In private colleges, teachers are supposed to spend more time at job as compare to public sector colleges, there pay is very limited, but the size of the class is huge (26% classes are having more than 70 students in each subject). In addition to Regression Analysis Chi Square Test is also used to find out the Burnout level for Male and Female Teachers, results are indicating that Male Teachers’ Burnout out level is higher than the Female in Pakistani Educational Community.

**Literature Review**

At numerous times, study has been conducted in developed countries of the world by well known researchers like in the United States (e.g., Belcastro, Gold, and Grant, 1982; Byrne, 1991). According to Guglielmi and Tatrow (1998), serious conceptual problems have confronted stress and burnout research. Two examples demonstrate the divergent findings that can arise if variables are operationalized in quite different ways. On the influence of student misbehavior on
teacher stress, Hart, Wearing and Conn (1995) concluded that ‘there is little point in trying to reduce teacher stress by reducing student misbehavior’ (p. 27). By contrast, Boyle, Borg, Falzon and Baglioni (1995) reported that workload and student misbehavior accounted for the most variance in predicting teaching stress. It could be argued that such a simplistic and immature conceptualization of student misbehavior does not in any way reflect the complex student misbehavior issues that teachers handle on a daily basis and which are not related to time. Similarly, the measure of organizational climate employed by Hart is simplistic and does not reflect advances in school climate research since the early 1980s, Fraser 1994.

Maslach Burnout Inventory (MBI) is indicating three arrears of burnout, First Emotional Exhaustion, Second Depersonalization and Third Personal Accomplishment. Through LISREL analysis it was explained that Depersonalization was significantly related to emotional exhaustion, role conflict, self-esteem and school environment. Teaching efficacy, self-esteem and depersonalization were predictors of personal accomplishment. Jeffrey Dorman 2003. The TPLSI survey instrument was developed as a Likert-type scale to obtain the middle school teachers’ perceptions of the effects of personal life stressors. Abel, M. H., and Sewell, J. (1999). Chi-square/Mantel- Haenszel tests were used which indicated that Teacher experience served as a stratification variable in both of the analyses. Richard S. Balkin. Specifically, it is proposed that the MBI-GS comprises three distinct latent factors (i.e., emotional exhaustion, lack of professional efficacy, and cynicism) assessing different components of burnout (Maslach et al., 1996). More specifically, Structural relationships among the factors have been proposed, with exhaustion playing a causal role in predicting cynicism, which, in turn, has an inverse causal relationship with professional efficacy. ROSALIND C. BARNETT: General overview of the results found in the present study concerning the relation between demographic and work-related factors and burnout indicates that age and gender, along with school type (primary vs secondary) and number of hours employed (part-time vs full-time), have been found to be significantly related to burnout. Horn, J.E. van, Schaufeli, W.B., and Enzmann, D. (1999).

Objectives of the Study

The objective of this research attempt is to find out teachers’ burnout leve including Males and Females teachers, through factors like Workload and lack o (Students Behavior, Class Room Facilities, Appreciation from Boss, Career Opportunities in Educational Sector and Job Security in College), identification of these factors’ contribution will help the strategic chairpersons of colleges and institutions to make such a policies that can become helpful to reduce teachers
burnout level that will ultimately reduce the high turnover of the faculty and will create huge level of teachers satisfaction.

Hypotheses – and - The Research Study

H 1 = Workload and lack of (Students Behavior, Class Room Facilities, Appreciation from Boss, Career Opportunities in Educational Sector and Job Security in College) causes Teachers Burn out in Private Sector Colleges.

H 2 = Burnout level is high for Male Teachers than Female Teachers

Methodology - and - Model

For this study, primary data is being used that is collected first time with the help of questionnaire and interviews, many times research has been conducted on this topic in different countries but in Pakistan previous available data is not highly supportive in this field therefore primary data collection process has been used as tool of information collection. Interviewed candidates are those who are in the educational sectors from at least 3 to 10 years and having paid over than Rs.10,000/- per month, 95% selected candidates are over than 24 years of age and their average qualification is 16 years of schooling.
Three variables have been grouped in Management Variable Pane because those are directly concerned with management and others three are contributing on individual basis. Lacking in five variables and excess in work overload all contributing towards burnout for teachers.

The collected data was manipulated for finding regression, T, and Chi Square Test results. In this study six variables are dependent and one independent. The produced results showed positive relation towards burnout it indicates that 1st Hypotheses selected has been proven true, that is (WL, SB, CF, AB, CO, JS are major factors of Burnout level for teachers).

\[
TB = A + X1 + X2 + X3 + X4 + X5 + X6 + U \\
TB = A + WL + SB + CF + AB + CO + JS + U
\]

Where as:

- \( Y = TB \) = Teachers Burnout Level
- \( X1 = WL \) = Workload
- \( X2 = SB \) = Students Behavior
- \( X3 = CF \) = Class Room Facilities
- \( X4 = AB \) = Appreciation from Boss
- \( X5 = CO \) = Career Opportunities in Educational Sector
- \( X6 = JS \) = Job Security in College
- \( U \) = Unknown Factors

**Teacher Burnout** = \( f \) (Workload) + lack of (Class Room Facilities + Appreciation from Boss + Career Opportunities in Educational Sector + Students Behavior + Job Security in College + U).

**Sample Size and Variables**

In the Sample: 210 teachers (120 male and 90 female) were interviewed from 12 different colleges of twin city (6 from Rawalpindi and 6 from Islamabad) for assessing Burnout level due to Workload, Negative Students Behavior, Lack of Class Room Facilities, Lack of Appreciation from Boss, Shortage of Career Opportunities in Educational Sector and minute Job Security in College.

**Independent variable + Teacher Burnout Level**

Dependent Variables + Workload, Negative Students Behavior, Lack of Class Room Facilities, Lack of Appreciation from Boss, Shortage of Career Opportunities in Educational Sector and minute Job Security in College. These variables are considered for testing first hypothesis and for the second hypothesis, gender (male and female) as variable is tested.
Data Collection

The method of data collection for this research paper is primary source through a questionnaire. The sample comprises of 300 expected respondents but only 210 replied, therefore (N = 210). Specifically, each teacher rated the burnout for oneself on a 1 (very low) to 5 (very high) Likert scale. The most prominent private colleges in Islamabad and Rawalpindi were short listed along with their campus addresses and contact numbers. The questionnaires were then distributed by hand to specific teachers of short listed colleges. The questionnaires were then returned to specific data collector over a 15 days time period. The teachers of few top colleges were also personally interviewed.

Regression Results – and - Data Analysis

Table - 1

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>R</td>
<td>00.740</td>
</tr>
<tr>
<td>R Square</td>
<td>00.548</td>
</tr>
<tr>
<td>Adj. R Square</td>
<td>00.530</td>
</tr>
<tr>
<td>F</td>
<td>41.075</td>
</tr>
<tr>
<td>WL</td>
<td>14.750</td>
</tr>
<tr>
<td>SB</td>
<td>01.258</td>
</tr>
<tr>
<td>CF</td>
<td>00.856</td>
</tr>
<tr>
<td>AB</td>
<td>02.641</td>
</tr>
<tr>
<td>CO</td>
<td>00.306</td>
</tr>
<tr>
<td>JS</td>
<td>01.568</td>
</tr>
</tbody>
</table>

Results

High impact creating predictors are job security and Growth opportunities in educational sector. Others predictors are contributing towards burnout but with low ratio as compare to these two. F Value = 41, it means the model used is sufficient to explain the variation, R Square (0.54) it indicates that 54% variation can be explained. In Pakistani educational sector teachers of private institutions are in burnout not only due to pay, personal issues, but also because of Workload, lack of (Students Positive Behavior, Class Room Facilities, Appreciation from Boss, Career Opportunities in Educational Sector and Job Security in the college. Study also indicates through Chi Square that the Male Teachers’ Burnout Level is higher than Female Teachers. All the predictors except Boss Acknowledgement of Work are contributing more towards Male Teachers’ burnout, therefore 2nd Hypothesis proven true. This burnout level can be removed by providing certain facilities like: less work load, facilities in the
class like multimedia and others and some financial and career incentives. This strategy will help to reduce the burnout level of teachers in private sector colleges to some extent.

**TABLES / GRAPHS**

**Female Burnout**

<table>
<thead>
<tr>
<th>Table-2: Test Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teachers Burnout Level</strong></td>
</tr>
<tr>
<td>Chi-square</td>
</tr>
<tr>
<td>df</td>
</tr>
<tr>
<td>Asymp. Sig.</td>
</tr>
</tbody>
</table>

*a. 0 cells (0%) have expected frequencies less than 5. The minimum expected cell frequency is 17.8.*

*b. 0 cells (0%) have expected frequencies less than 5. The minimum expected cell frequency is 14.2.*

**Male Burnout**

<table>
<thead>
<tr>
<th>Table-3: Test Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teachers Burnout Level</strong></td>
</tr>
<tr>
<td>Chi-square</td>
</tr>
<tr>
<td>df</td>
</tr>
<tr>
<td>Asymp. Sig.</td>
</tr>
</tbody>
</table>

*a. 0 cells (0%) have expected frequencies less than 5. The minimum expected cell frequency is 34.8.*

*b. 0 cells (0%) have expected frequencies less than 5. The minimum expected cell frequency is 27.8.*

**Conclusion**

High burnout is due to a number of factors like Workload, and lacking in (Students Behavior, Class Room Facilities, Appreciation from Boss, Career...
Opportunities in Educational Sector, Job Security in College). Previously teacher’s individual personality factors and pay were considered burnout factors but in addition to those these factors are main contributors towards burnout that is high for Male as Compare to Female. With the comparison of results of burnout study from North-America and The Netherlands, in those countries rates of burnout are found to be related to demographic variables, such as sex and age, (Anderson and Iwanicki, 1984; Van Ginkel, 1987; Greenglass, etl., 1990; Van Poppel and Kamphuis, 1992) as well as two factors related to work, such as experience in teaching, and type of school (Anderson and Iwanicki, 1984; Russell, Altmaier, and Velzen, 1987; Van Ginkel, 1987). In Pakistan demographic variables have not been tested yet.

The issue of teachers’ burnout is very important to colleges, for too long teachers’ burnout has been explained largely in terms of individual teacher personality characteristics, More research in this aspect is required from Pakistani private colleges to find out the impact of other factors upon burnout like Teachers age, Years of Schooling, Experience, Students performance and self efficacy of teacher.

REFERENCES


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TEACHER EDUCATION IN PAKISTAN: AN OVERVIEW

By
Dr. Nabi Bux Jumani*
and
Pervaiz Iqbal**

Historical Background

A better understanding of the development of teacher education in Pakistan, a legacy of the past, is expected to result through an insight into the basic educational policies which have determined the aims and objectives, the content and curricula, and the organization and administration of teacher education in the past. But, a detailed account of such an analysis is not possible in this article. Therefore, the historical background of the present system for teacher education is highlighted here briefly.

According to Noorullah, S. and Naik, J.P. (1962, pp.211-212) the well-known Educational Dispatch of 1854, for the first time the educational history for the sub-continent of Indo-Pakistan, emphasized the need for training school teachers. The dispatch recommended a system for teacher education to be introduced in the Indo-Pakistan on the pattern of one adopted in England. Although this recommendation of the dispatch received little consideration by the policy makers of that time due to an educational controversy over teacher education between the two groups of the educationists, yet a beginning was made towards the establishment of normal schools. According to Bheru, M. and Advani, M. (1956, p.37), the first of such a normal school was set up in the province of Sindh at Karachi in October 1854, which was later on shifted to Hyderabad in 1864 in a rented building. Another school, at Lahore was established in the Hazuri Bagh on 27th May 1856. According to Noorullah, S. and Naik, J.P. (1962, pp.211-212), a training college for secondary school teachers was also established at Lahore in 1880.

Starting from 1854 to 1947, during the long period of about one hundred years, many advances were made in the system of teacher education. The training schools and colleges increased in numbers, improvements were effected in the training curricula and efforts were made to improve the salaries and service conditions of the teachers. But, wherever useful changes were made, they were

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made sporadically and only under the compelling circumstances. Any effort was never made to devices and implement any systematic and well-planned programme of teacher education. In spite of all the improvements, teacher education during British rule had some serious shortcomings, such as:

1. The administrative policies of British officials promoted a wide disparity between the training and service conditions of primary and secondary school teachers.
2. No organized programme of teacher education was ever devised and carried out either on the central or the provincial level. Institutions for the teacher training were opened here and there without proper planning.
3. The academic preparation, in the training of teachers, was much emphasized. The professional part of preparation remained narrow in scope and objective.
4. The preparation of teachers, particularly the primary teachers remained much below the required standard.
5. The normal schools were in most cases divorced from the social and cultural environments around them.
6. The professional training of teachers emphasized mainly the conventional and obsolete methods of teaching.
7. The majority of training schools and colleges were poorly equipped, (Baluch, N.A. (1970, pp.1-39)

Post-Independence Developments

A. 1947-70

Nothing significant was done in the field of the teacher education during the early years of our national independence. It was a period of recovery and rehabilitations; Pakistan was in its infancy and had to face a lot of problems being a new state in the world. However, the efforts to improve teacher education started when an All Pakistan Educational Conference was called on the initiative of the founder of Pakistan, the Quaid-i-Azam Muhammad Ali Jinnah to review the entire system of education and to make suggestions for its improvement. The conference was held at Karachi from November 27th to December 1st 1947. The primary and secondary education committee of this educational conference, recognizing the role of teachers in national development, declared "that a properly trained and reasonable well paid teaching profession was essential to the building of great state". (First National Education Commission 1959, p.20) The committee further noted that the introduction of free and compulsory education would require a large number of teachers and, therefore, it was suggested to adopt special measures to meet this need. The committee also recommended the adoption of short term courses for the training of teachers in order to meet the
growing demand of teachers and adding research departments to training institutions for the study of special problems related to teaching.

It was, in fact, the Report of the Commission on National Education 1959, which emphasized much for improving the system of teacher education in the country. In its chapter on *Training and conditions of Service of Teachers*, the report recommended a comprehensive action plan for the improvement of the system of teacher education and conceded to the fact that no system of education is better than the teachers who serve it.

Unfortunately, the decisions and the recommendations of the Commission on National Education 1959 could not be implemented due to a number of reasons and the Report of the National Education Commission “remained more or less a pious wish in the annals of our educational history”.

B. **1970s and onwards**

From 1970 and onward, there has been much educational activity in Pakistan. Many significant developments and innovations were made in the field of teacher education during 1970s. The following educational polices were announced during the period 1970 to 1998:


Under the impact of these policies, many changes have been made in the over-all system of teacher education. These changes include the determination of new aims and objectives, re-organization of the administrative set up of teacher education, revision of curricula at all level of teacher education and launching comprehensive in-service training programmes for teachers. Particularly the policy of 1998-2010 has proposed very comprehensively the teacher education aim of the quality of teacher training in Pakistan.

1. **Determination of the Aims and Objectives of Teacher Education**

During British rule, the aims and objectives of teacher education were very limited and narrow in scope. The main purpose of the educational system introduced during the colonial rule was to produce clerks and officials to run the government administrative machinery and to promote the western knowledge, culture and the English language. The objectives of the teacher education were,
therefore, confined to the attainment of these limited educational goals. In fact, teacher education during British rule had no specific aims and objectives relating to our national aspirations.

It was during 1970s, when this situation was realized by our policy makers in education and they decided to reform teacher education on new lines suiting best to the national interests. Consequently, the whole field of teacher education was re-organized and it was based on the following aims and objectives:

- The Islamic foundations of life have to form the bedrock of our teacher education system.
- The teachers should be properly educated in the principles of justice, equality, brotherhood and struggle against exploitation of all kinds.
- To foster the hearts and minds of the teachers, a deep and abiding locality of Islam and Pakistan.
- To develop and inculcate in accordance with the Holy Quran and Sunnah, the character, conduct, and motivation expected of true Muslim and particularly a teacher.
- To produce teachers, fully conversant with the national ideology, our history and culture so that they feel proud of their heritage and display firm faith in the future of the country as an Islamic state.
- To design teacher education in terms of our present educational needs and the future direction and development of national education.
- The curricula for teacher education must strengthen the study of the subjects to be taught alongwith the methods of their presentation.
- The individual teacher must be educated and prepared with reference to the specific type of teaching position he/she is most likely to occupy.
- Teachers must be educated to make positive contribution to a whole some personal development of the students. The teachers should be able to make students learn, live and work together and develop habits of responsible behaviour.
- The education of teachers at all levels should be essentially problem oriented.
- The teachers must be equipped with necessary understanding and skills of guiding the learning activities of the pupils through the techniques of “Group Work” and role of responsibilities. (University Grants Commission 1977, p. 2)
2. Revision of Teacher Education Curricula

a. Elementary Teacher Education

The Education Policy (1972-80) stressed a great deal on the improvement of teacher education system so as to meet the growing needs of the country. The policy inter-alia envisaged that "facilities for teacher education will be increased by re-organizing teacher education programmes and by introducing innovative techniques". (Government of Pakistan 1972, p.23) Some of the other steps included, in the policy, were the introduction of pedagogy as a subject and expansion of the normal teacher training programmes.

The need for re-orientation/re-construction of teacher education was long felt. But, when the school curricula were revised at all level during 1970s, the need for providing sound basic education, and professional training to teachers, became more acute. The new school curricula could not be effectively implemented without simultaneously revising the teacher education curricula, incorporating in the new orientation, which had inspired the either process of revision of curricula in the country.

Keeping these considerations in view, the Ministry of Education undertook the task of revising the teacher education curricula at all levels. First of all, the teacher education curricula for the elementary stage was revised. For this purpose a large number of educators and different educational agencies were involved. The Asian Model for Teacher Education was also used. The following four areas were considered as important in the preparation of curricula for elementary teachers.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Area</th>
<th>One year programme</th>
<th>Two year programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Language as vehicle of communication</td>
<td>5%</td>
<td>10%</td>
</tr>
<tr>
<td>2.</td>
<td>Professional course</td>
<td>50%</td>
<td>45%</td>
</tr>
<tr>
<td>3.</td>
<td>Teaching practice</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>4.</td>
<td>Academic courses</td>
<td>30%</td>
<td>30%</td>
</tr>
</tbody>
</table>

(Government of Pakistan 1975, p.66)

As a result of these efforts, the curricula of elementary teacher education were prepared, offering two main programmes of PTC and CT for elementary school teachers. It was a unified curricula meant for the whole country, and was implemented in all primary teacher training institutions in Pakistan.
In 1979, another education policy, under the title *National Education Policy and Implementation Programme* was announced, and the curricula for PTC and CT programme were once again revised and slightly modified under the impact of this policy. The curricula of PTC and CT consist of the following courses:

**PTC**

i. Principles of Education and Methods of Teaching.
ii. Child Development and Counseling.
iii. School Organization and Classroom Management.
iv. Health and Physical Education.
v. Methods of Teaching courses in three subject areas.
vi. Teaching Practice.

**CT**

i. Perspectives of Education in Pakistan.
iii. Methods of Teaching and Preparation of Instructional Material.
iv. Health and Physical Education.
vi. School Management and Community Development.
viii. Islamiat and Methods of Teaching.
ix. Teaching Practice.

b. **Secondary Teacher Education**

The B.Ed programme, which is the main programme for secondary school teachers, was never organized at the national level since the establishment of Pakistan. In 1974, however, the Ministry of Education re-organized the curriculum of B.Ed programme and proposed the following two models:

1. Three years B.Ed programme after FA/F.Sc leading to a composite BA, B.Ed or B.Sc, B.Ed degree (as a long term measure).
2. An eleven months B.Ed programme comprising two semesters and two months teaching practice after BA/B.Sc (as an interim measure).

Unfortunately the first model (12+3 Model) was not implemented due to the existing constraints. Only the Gomal University implemented this model for few years, but later on it was dropped due to unavoidable reasons. The detailed curriculum of B.Ed programme (14+1 model) consists of the following courses:

i. Perspectives of Education in Pakistan
ii. Human Development and Learning
iii. School Organization and Management
iv. Evaluation and Guidance
v. Society, School and Teacher
vi. Islamiat/Ideology of Pakistan
vii. Methods of Teaching (any two school subjects).

3. Administrative Setup of Teacher Education

Education in Pakistan had been a provincial subject for a long time. Each province was at liberty to provide educational facilities according to its own resources which were neither adequate nor equal in the cases of all provinces. Besides, the priorities of the provinces were different in respect of education resulting meager educational provisions and inequity. Realizer this situation, education, particularly the teacher education was made as the joint responsibility of the federal and provincial governments.

The federal government shares the responsibility of teacher education with the provincial governments, particularly in designing the uniform curricula for all stages of teacher education, providing funds and equipments; and in-service programmes of teacher education. The provincial governments implement the educational policies and programmes of federal government in collaboration with various educational agencies.

The various types of educational institutions, providing training to the teachers in Pakistan, are as under:

i. University Departments and Institutions of Education and Research
ii. Government Colleges of Elementary Education
iii. Colleges of Education
iv. Physical Education Colleges
v. Technical Teacher Training Colleges
vi. Vocational Training Institutions
vii. Agro-Technical Centres
viii. Teacher Training Institutions for Deaf and Dump
ix. Education Extension Centres

The above institutions work under the administrative control of the universities, provincial departments of education, Bureau of Curriculum and the Directorate of Physical and Technical Education.

The departments of education and the institution of education and research provide post-graduate education and conduct research in education, but in some
universities the programme of B.Ed is also offered. The Colleges of Education mainly offer B.Ed programme and cater to the needs of secondary school teachers. The colleges of elementary education are meant for elementary education and offer PTC and CT programmes.

All the primary teacher-training institutions have been re-organized under the impact of the education policy of 1979 and have been upgraded and re-named as colleges of elementary education. The Physical Education Colleges, Technical Training Colleges, and the vocational training institute meet the needs of Physical Education teachers, technical teachers and the vocational teachers respectively. The education extension centres provide in-service training.

Problems and Issues
Any discussion, on teacher education in Pakistan, will remain incomplete without discussing the problems related to it. Teacher education, as it stands today, is faced many serious problems. Some of these problems are the legacy of the past and have been inherited from the British rule, whereas some of the problems have been created after the creation of Pakistan due to the improper planning of the policies with regard to teacher education. Any effort to improve teacher education must take into consideration these problems which are discussed as under:

1. The teacher education has been almost a neglected sector in our system of education. Even during the British rule it was ignored due to which physical development and expansion has been painfully slow. Concern was often expressed in various educational policies and plans of British era to improve teacher education, but all in vein.

   After the achievement of independence in 1947, all our plans and educational policies have repeatedly stated that no system of education is better than its teachers and that we should improve our teacher education but in spite of all that we have paid comparatively less attentions to his very important part of our system of education. No organized attempt, to improve teacher education at national level, was made before 1970s. Due to this general attitude of neglect toward teacher education we have lagged far behind in respect of teachers and their education.

2. The aims and objectives of teacher education in Pakistan are not very much clear and well explained in terms of behaviour to be developed in the teachers under training. Aims and objectives have a special significance in the process of education. They provide the basis on which the whole structure of education is built. The importance attached to aims
and objectives demand that they should be clearly stated and easily attainable and must be capable of reduction to behavioristic terms. In fact the meaning of an objective is not clear, until it’s meaning in terms of actual behaviour is known. Objectives should be stated in terms of behaviours to be developed. If an objective is to be attainable, it must be reduced to statement of behaviour which individuals of a certain level of development are able to achieve. When judged on this criterion, the educational aims and objectives of teacher education, as given in the detailed syllabi and scheme of studies of PTC, CT and B.Ed programmes, seem abstract, vague, unreal, uncertain and metaphysical. They saw to be mere verbal abstraction that can mean anything to any body. They are open to different interpretation to different individuals and therefore are not easily attainable.

3. We have demonstrated an inability to execute various useful schemes and curriculum reforms relating to teacher education. For example, the report of Commission on National Education 1959, recommended some far-reaching reforms for the improvement of teacher education, but very few of these reforms were actually implemented. Even during 1970s, when teacher education was re-organized for the first time in the educational history of Pakistan, we failed to implement some of the very useful curriculum reforms. For instance, the model for three year elementary teacher training college (10+3 model) and the three year B.Ed programme after FA/F.Sc (12+3 model) for secondary school teachers, were the most significant innovations for strengthening the academic and professional achievements of teachers, developing a sense of belongingness and dedication to the professional, and for the successful implementation of the revised version of elementary and school curricula, but unfortunately we failed to implement both of these useful schemes. Similarly, we also failed to introduce other agro-technical and vocational subjects for the training of out teachers in the teacher training institutions. Due to our failure to implement these schemes, the other curriculum reforms could not provide a viable alternative to the traditional type of teacher education curricula. The process of curriculum change during 1970s in respect of teacher education, as such, tend to be one of mere accretion, modification, multiplication and deletion of subjects rather than of curriculum construction and re-orientation.

4. In an effort to improve teacher education, we have placed undue importance and emphasis on the quantitative expansion of the pre-service teacher education programme. To quote an example of this is the comprehensive plan for the training of teachers through distance learning, launched by the Allama Iqbal Open University. The Institute of Education and research of
this university alone has trained a large number of some 33,162 persons in PTC and CT during the period 1978-85. (AIOU, 1986, p.2).

Similarly, according to a rough estimate, the primary teacher training institutions in Pakistan are annually producing more than 35000 primary teachers. About 5,000 CT and 6000 B.Ed teachers are annually trained in the country. As a result of this policy, thousands of trained and qualified teachers are still unemployed. This tendency needs to be checked and we should put more emphasis now on the qualitative improvement through the up-gradation and enrichment of teacher education programmes.

5. One of the important problems, that need our attentions, is the lack of a clear-cut policy of recruitment and selection of teachers. Hardly any attention is given to the selection of really good and prospective teachers. Most of the teachers are appointed on consideration other than merit. No organized and consistent policy has so far been made for a proper recruitment and selection of good teachers. The only basis for the employment of new teachers has been the lowest minimum general qualification. This policy disregarded the basic fact that every person just with a general qualification could not prove to be a good teacher.

6. The training period of all teacher training programmes (Elementary and Secondary both) is very short. Most often the training period is hardly one academic year. Even during this short period, the training institutions are often closed due to one reason or the other. In fact the training imparted during this short period tend to become superficial in character, and fails to enhance and strengthen the academic and professional achievement of teachers and to develop a sense of dedication and belongingness to the profession.

7. The curricula of teacher training institutions for primary and secondary schools, is still narrow in scope and objectives. It is little related to the needs of the individual student teacher and to the improvement of the existing school system. The pedagogical training imparted in the training institutions has less relevance what the teachers have to do in the actual classroom situation. Moreover the existing training programmes care more for the academic and general preparation of teachers and less for their professional preparation. The practical part of the existing teacher-training programme, which related to the professional preparation of teacher, is miserably ignored. Hardly a month or two are devoted for practical work or delivering lessons in the actual classrooms. In many of the teacher training institutions, there are no laboratory schools due to which great difficulties are being experienced by the teachers for doing practical work.
8. There are also certain administrative inadequacies, which are also responsible for a general deterioration of the standard of teacher education in the country. No consistent policies or programmes are followed in the organization and administration of teacher education.

Generally all the training institutions are under the administrative control of the education department except the province of Sindh where the training institutions for primary school teachers are controlled by the Bureau of Curriculum and Textbooks. The colleges of education which are secondary school teacher training institutions, are under the administrative control of the department of education. It is generally observed that there is no close coordination or reciprocal basis between the education departments and the training institutions, there is no proper administrative liaison between the department and the training institutions through which the former should apprise the latter as to what kind of trained teachers were needed to meet the problems of the existing school system, or the training institutions could advise the department regarding the record of an individual trained teacher for the purpose of placement. In the absence of such a coordination, the training institutions work in isolation from the needs of school system.

9. In spite of all improvements made in teacher education, the standard of teacher education “seems to be on the lower ebb” mainly because the majority of our training institutions is poorly equipped form the point of view of building, staff and instructional material. Most of the training institutions do not have even good libraries and laboratory schools on the campus due to which the training imparted in those institutions remain inadequate.

10. The status and position of teacher is low in society. The salaries of teachers are low and service conditions, poor. As a result of this we have failed to attract the best of our talent to teaching profession unless the talent is attracted to teaching, the quality of teachers and their education cannot be improved. In this regard one cannot suggest anything better than to quote from the Report of Commission on National Education, 1959 which says:

*It has been well said that no system of education is better than its teachers. We have stressed throughout the report of their pivotal role, and we need only say here, though we say it with force and without reservation that none of the reforms we are proposing will succeed, unless we are able to recruit to the teaching profession at all levels, men and women of*
highest abilities and can train them and those already in service, to the same standard as are expected in other countries, and give them that status in our society which their national importance warrants. (Ministry of Education, 1959, pp.256-266.

Conclusions

The teacher education in Pakistan is the legacy of the past, which was inherited from the British rule. Efforts have been made to improve the century old system of teacher education, by introducing new curriculum reforms, determining new aims and objectives re-organizing the administrative setup, launching a compressive plan of in-service training, and improving the pay scales and service conditions of teachers. How far we have been successful in our efforts and achieve the desired goals, are still to be evaluated. Perhaps a time ahhs come now, when we should make a critical evaluation of the effectiveness of our system of teacher education and then to re-design in the light of this evaluation, our teacher education in responding to the external stimuli like the explosion of knowledge, development of science and technology, population changes, and the demands of new socio-cultural realities in the country and the international understanding. There is a need to bring our teacher education closer to the realities of life and the actual school conditions.

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REGULATORY POLICIES AND REFORMS IN THE BRITISH PUBLIC UTILITIES SECTOR

By
Syed Hassan Raza*

Abstract
This paper provides an overview of the United Kingdom regulatory reforms in Electricity Industry. The primary reforms viewed here would be the major part in the formation and role of regulators in the public utilities, especially gas and electricity of the United Kingdom. Even this paper provides a detailed discussion on the British energy industry and their regulations firstly through Office of gas supply (OFGAS) and secondly Electricity markets the evolution of Office of electricity regulation (OFFER). Later on, the development of single utility regulatory system has been highlighted with the introduction of Office of gas and electricity markets (OFGEM) and its effect on the consumers. This paper examines the advantages and difficulties in restructuring and liberalizing network utilities, contrasting vertical separation in electricity (in the United Kingdom and elsewhere) with deregulation in gas and telecom, mostly in the UK and the US. Liberalization held out the prospect of reducing the inefficiencies of regulation by restricting it to the core natural monopoly, but liberalization without separation has required more complex regulation. The benefits of competition and innovation appear to have been greater than any increase in regulatory failure.

The Annals and Regulation of British Energy
The increasing integration of electricity and gas markets as competition in supply is introduced, the government proposed to create a single energy regulator, merge the two regulatory offices, Office of Electricity regulator (OFFER) and Office of Gas regulator (OFGAS), and to harmonise the regulatory regimes for gas and electricity markets. That the most recent step in British Energy's history came about in June 1998, when Scottish Nuclear and Nuclear Electric became British Energy Generation (UK) Limited and British Energy Generation Limited working towards a single nuclear generation division.

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The subsidiary operating companies of the British Energy group emerged from the restructuring and privatisation of the electricity supply industry in 1990 and 1991. The non-nuclear power stations in the United Kingdom were privatised and four major generating companies were formed to operate them i.e., Power Gen and National Power in England and Wales and Scottish Power and Hydro-Electric in Scotland. The Grid distribution system in England and Wales became the property of the National Grid Company. In 1996, British Energy became the holding company of the two operating subsidiary companies, Nuclear Electric Ltd and Scottish Nuclear Ltd. Together the Group runs the eight most modern nuclear power stations in England and Scotland.

Integrated Monopoly in United Kingdom Electricity Industry

British Gas had been privatised as an integrated monopoly, but there were some key political differences between gas and electricity. Area Boards, responsible for electricity distribution, had a degree of autonomy that was not paralleled in gas. The privatisation of generation was bedevilled by the problem of nuclear power. There were two generating companies (National Power and Power Gen) and twelve distribution companies in England and Wales. The electricity industry in Scotland had been organised differently, with two integrated generation and distribution authorities. It was followed subsequently by the sale of Northern Ireland Electricity, the remaining 40% of the government’s holdings in National Power and Power Gen, the flotation of National Grid, and the sale of British Energy. Generation: Production of electricity-National Power and PowerGen generate from most of the fossil fuelled power stations. British Energy and Magnox Electric operate the nuclear stations.

i. Distribution and Delivery of electricity over local networks-Regional Electricity Companies (RECs) are, through their Public Electricity Supply licence, responsible for operating their local distribution network.

ii. Supply: Acquisition of electricity and its sale to customers-Anyone with the appropriate licence may supply customers throughout England and Wales.

Between September 1998 and September 1999, the electricity market was fully deregulated. This meant that any business or residential customer in the United Kingdom could now choose to buy their electricity from a number of different suppliers. This competition means savings as each supplier tries to capture the largest stake in the United Kingdom. Savings are modest compared to gas competition and are in the region of 5%-20%. Many suppliers offer better deals for "dual fuel" where a customer agrees to take both gas and electricity from the same supplier. Profiles depend on type of meter and load for Maximum
Demand customers. Larger customers may choose to install half hour meters for which these tariffs are better.

**Electricity - Industry structure and History of regulation in the United Kingdom**

The Trade and Industry Committee's 1995 report\(^1\) on *Aspects of the Electricity Supply Industry* outlined four features of the industry in England and Wales resulting from the 1990's privatisation:

1. Separation of the assets and activities of the Central Electricity Generating Board between three generators (National Power, Power Gen, and Nuclear Electric) and National Grid Company (which operates the national transmission network and co-ordinates the operation of individual power stations). The 12 regional electricity companies operate the local distribution networks and supply customers. Competition was introduced in generation and is gradually being introduced in supply, but transmission and distribution will remain monopolies. From 1998, when supply is due to be fully opened to competition, about two-thirds of the total cost of electricity will be subject to competition.

2. There is electricity Pool — a half-hourly spot market in electricity, intended to maintain the benefits of an integrated network in a competitive market open to new entrants. In March 1995, the Government's special shares in the regional electricity companies were redeemed.

**Liberalisation and Regulation**

How did privatisation come about in the United Kingdom? Beesley and Littlechild (1983) refer to that the Government's objective was to introduce more competition into the United Kingdom electricity market but, more specifically, to allow market forces to determine the future of the United Kingdom nuclear generation industry. Price cap regulation was not intended as a long-term solution, but rather to 'hold the fort for consumers until competition arrives, and was considered inappropriate if competition was not expected in the industry. According to Helm (1993), this comparison is made easier in the water and electricity industries as the industries were separated into several companies on privatisation and allows the regulator to make use of what is known as 'yardstick' competition.

**Privatisation of the British Electricity Industry: Major Aims**

*Reduce the role of government in industry.* An underlying aim in privatising the British electricity sector was to reduce the role of the government in industry.

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\(^1\) HC 481 1994/95 (19 July 1995)
Increase the role of the customer. Privatisation. Efficient regulation of monopoly. In designing the framework of privatisation, the government decided that, first and foremost, decisions about electricity supply should be driven by the needs of customers.

The Privatisation of United Kingdom Electricity Industry

The theme was set for the privatisation of the United Kingdom electricity industry during the 1970s. In Scotland two companies, the South of Scotland Electricity Board and the North of Scotland Hydro Board, were responsible for generation, transmission and distribution as was the Northern Ireland Electricity Board in Northern Ireland.

Steps towards Electricity Deregulation

Between September 1998 and September 1999, the electricity market was fully deregulated. The suppliers include the Regional Electricity Companies (RECs) but also include other players such as Centrica (British Gas), direct sellers (eg Independent Energy, Enron) and affinity deals through supermarket chains, finance companies, etc. This competition means savings as each supplier tries to capture the largest stake in the United Kingdom. Savings are modest compared to gas competition and are in the region of 5%-20%. Many suppliers offer better deals for "dual fuel", where a customer agrees to take both gas and electricity from the same supplier.

For customers in this fully deregulated market, pricing is determined broadly by profiles that allow standardisation and comparison between differing tariff structures of host RECs. Profiles depend on type of meter and load for Maximum Demand customers.

The electricity meters continued read by the local regional Electricity Company as before and also carry out any emergency works.

Competition in Generation

Separating Transmission Company from generation. Generation was split into three companies instead of being one large company. The two largest companies, often called the duopoly, initially had nearly 80% of the market. The consequence of competition is that the share of the two largest companies has halved – a significant and very encouraging change in market structure.

Competition in Supply: Business Customers

There was great uncertainty about whether any customer would want to choose a competitive supplier or whether any electricity company would want to

122
be a competitive supplier. For these reasons supply was not separated from distribution, and the market was limited by a franchise protecting companies from competition at least to supply smaller customers, in order to enable them to sign higher price contracts with the coal industry. The proportion was 25%–30% for medium-sized customers. Now it is national market and a series of local markets. For example, customers can buy all their electricity from one supplier it is convenient and cheaper for the consumers.

**Competition in Supply: Domestic Customers**

Another challenge was to enable domestic customers to choose their own supplier, about 26 million. So all the local companies demonstrate information technology (IT) systems capability of registering the customers, transferring customers from one company to another, and transferring data about their usage to enable accurate billing.

**Customer Safeguards**

The regulator established some price restraints, for two years initially, because they were not sure how effective competition would be for domestic and smaller customers, and wanted customers to see lower and not higher prices.

**Total Effects on Prices Controls**

There were price controls in both transmission and distribution. So regulators helped the consumers to reduce price and other benefits coming from competitive areas.

**Quality of Service**

The Office of Electricity Regulation publishes statistics every quarter about the performance of all the companies. Finally, complaints about the electricity industry are down by over 60%. The need to reform the Pool and improve the trading arrangements to make the electricity market more like a competitive commodity market and less like a very special regulatory market was the prime objective in the British privatisation process.

**How has the Industry Operated Post Privatisation?**

The structure of the industry was designed to encourage competition where feasible but to regulate prices where natural monopolies exist or where competition required time to emerge. In order to balance electricity supply and demand, the government of United Kingdom instituted a power pool to act as a clearinghouse between generation and wholesale consumers of electricity, (primarily the Regional Electricity Companies). All the Regional Electricity Companies are entitled to purchase their electricity from it, as are a growing number of other consumers. The
last unit needed to meet demand fixes the market-clearing price. Supply competition is a vital aspect of the system. Regional Electricity Companies were initially allowed to keep their monopoly over supplies of electricity to customers with a demand of less than one megawatt. For the 4500 customers in the "Greater 1 Megawatt" market the impact of competition was enormous as they were given the right to choose their supplier. According to OFGEM United Kingdom is completing the journey to full supply competition, the consumers have the right to choose their electricity supplier. Suppliers such as British Gas are competing with the Regional Electricity Companies leading to lower prices.

Consolidation of Electricity Industry

Since privatisation, the electricity industry in the United Kingdom, has continued evolving and developing, with much takeover activity. American companies currently own 5 of the 12 Regional Electricity Companies; 3 of the Regional Electricity Companies have been bought by United Kingdom Generation companies; The French have just bought London Electricity; 2 of the Regional Electricity Companies have merged with their local water utilities.

Foreign ownership of privatised companies is not limited to the electricity companies. Power Gen, National Power and the National Grid remain independent. A large number of other companies are now active in generation. Power Gen has taken over a Regional Electricity Company and become virtually integrated. The gas, electricity generating and distribution companies have all moved into international activities purchasing utilities offshore or entering into joint ventures for operations. All of the Regional Electricity Companies now have interests in generation and there has been a marked increase in the number of independent generation companies, who have built predominantly combined Cycle Gas Turbine and Combined heat and power plants. In 1990 there were 10 generating companies and 16 suppliers in England and Wales. Today, there are 32 generating companies and 34 suppliers. As mentioned earlier, the market share of Power Gen and National Power has decreased, but they remain in a dominant market position. Electricity markets have been able to do this because of the deregulation of other utility markets in the United Kingdom such as gas and telecommunications.

Summary

Ofgem operates under the direction and governance of the Gas and Electricity Markets Authority, which makes all major decisions and sets policy priorities for Ofgem. Ofgem's powers are provided for under the Gas Act 1986, the Electricity Act 1989, as amended by the Utilities Act 2000. It also has enforcement powers under the Competition Act 1998.
The position of Director General of Electricity Supplies (DGES) was created in 1989 to regulate the electricity industry, with the support of the Office of Electricity Regulation (Offer). Gas and electricity regulation were merged in 1998. The DGGS (gas regulator), Callum McCarthy, was appointed to be DGES and Offer merged with Ofgas to become the Office of Gas and Electricity Markets (Ofgem). In 2000, the decision-making body became the Gas and Electricity Markets Authority rather than the DGES/DGGS. Ofgem was formed early in 1999 by combining the functions of the former Office of Gas Supply (Ofgas) and the Office of Electricity Regulation (OFFER). Ofgem is the regulator for Britain's gas and electricity industries. To build on these benefits, Ofgem's work focuses on the following areas: making gas and electricity markets work effectively regulating monopoly businesses intelligently, securing Britain's gas and electricity supplies, meeting its increased social and environmental responsibilities.

Substantial achievements have been made by the British electricity industry. Competition in both generation and supply is now a reality and is increasing. Tighter price controls, lower prices for customers, and improvements in the quality of service. Regulators made competition more effective, improve the trading arrangements, separate the businesses more, and revise price controls.

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A STUDY OF CONDITIONING LEVEL OF DIPLOMA PHYSICAL EDUCATION GIRLS OF PAKISTAN SPORTS COMPLEX ISLAMABAD

By
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and
Mrs. Atia Batool**

Abstract
The paper aims at comparing the fitness level of the girl students of diploma class of Pakistan Sports Complex, Islamabad. The main focuses of the paper is situational analysis of exercise by physical instructors under training at Pakistan Sports Complex, Islamabad. The paper also discusses the principles, benefits effects of training for exercise. The Harward steps tests was the main instrument for the study. The study concluded that after the completion of three minute of exercise, the average P.E.I score for JDPE was 43.58 without training and after six weeks training it was 52.40, while average P.E.I score of SDPE class was 43.1 without training and it was 52.52 after six weeks training. This indicated that exercise improves fitness level at all ages. The study, therefore, recommended that C.V. fitness level should be made better through jogging, running, swimming and cycling, etc. and more Physical Fitness Training Institutions may be established all over the country.

Introduction
Physical fitness is now more or less a matter or National concern. Industrial development is responsible for mechanical device such as automatic washer, vacuum cleaners gas furnaces and the reboots, which have reduced human work for domestic affairs. T.V. radio, Tape recorders and such other devices have made the fatigue of children stagnant similarly buses vehicles trains and aeroplanes have reduced the normal physical activities such as walking and moving on the ground for work and daily routine. Movement is human being's instinct and human body cannot remain in natural condition without activity.

1. Conditioning is a process aimed primarily at developing energy potential without emphasis on skill or exercise performance.

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2. Training involves both development of energy potential and skill of performance. Training synonymous with physical training involves various exercise programmes in areas such as running, swimming, bicycling and weight resistance exercise. Exercise training can be considered under three categories:

a. Sprint or anabolic programme.
b. Endurance or aerobic programme.
c. Weight resistance programmes.

Physical fitness is an ability of any person to perform a given task properly without fatigue on the other hand if one exhaust by any extra work load and there soon be recovered as compared to another person in this regard, we will say him a fit person. Physical fitness depends on the Biodynamic potential, which is composed of functional and of metabolic potential.

It is a study to check the fitness level of Senior Diploma Physical Education girls of Pakistan Sports Complex. The test consists of Harvard step test. After the analyzing of collected data and conclusion, it will be possible to recommend the physical exercise programme for the weak students. In this way they can improve the fitness level.

Principles of Physical Fitness

Important principles of physical fitness are as follows:

i. Anybody who is reasonably healthy can improve physical fitness level regardless of sports skill level by simply making the effort on regular basis.

ii. Physical fitness is not the answer to all lives problem and does not guarantee a long life or does make you immune to all diseases.

iii. To consider yourself physically fit you should possess minimum of each of these qualities at a level that will meet the demands of your daily tasks.

iv. Provide for a realistic but positive physical self-image.

v. Physical fitness is a very individual matter that is related to one’s role in life.

vi. Sports skill is not synonymous with physical fitness.

vii. Physical fitness in not a quality in itself. It is a part of good health, which is in reality a part of the quality of living.

viii. Physical fitness can be properly related to health and performance of daily tasks more than to sports skill.
Training Principles of Circulatory Respiratory Fitness

Circulatory – respiratory fitness is enhanced only when large muscle activities are performed in accordance with the following three training criteria:

1. **Intensity of Activity**
   The intensity of activity must be sufficient to increase the child’s heart rate to between heartbeats per minute for children 4 to 13 years of age.

2. **Duration of Activity**
   A child must remain active between 2 and 3 minutes.

3. **Frequency of Activity**
   A child must participate in activity at least 3 nonconsecutive days each week.

**Training effects and how to deal with them**

After 2 to 3 weeks of regular exercise, conducted according to the three training principles previously described, a child’s CR fitness level will begin to improve. After 4 weeks, there should be measurable improvement. The child being trained will be able to carry out the exercise more easily and it will take more exercise for the child to reach the zone. Resting heart rate will be less and the body will have become more efficient. The heart will have become a stronger pump. Stroke volume and cardiac output will increase, while resting heart rate will have decreased. The circulatory arteries will have decreased. The blood will have become a better transporter. The number of red blood cells, mass of red blood cells, and percentage of hemoglobin and block volume will have increased, while platelet aggregation and the level of blood triglycerides and cholesterol will have decreased. In addition, children being trained may sleep better, may be less tired at the end of the day and will probably miss the invigorating feeling got from a workout if they skip even one scheduled day.

As CR fitness level improves and children become trained, they must increase the vigour of the exercise or they will make no further progress. If a child has been jogging to reach the 70% maximal level of target heart rate and is no longer reaching 70% then she must try running, checking herself out again by counting pulse rate 3 to 5 minutes into the activity and every 5 minutes afterward until heart rate is elevated to a desirable 70 to 85% of the maximal heart rate level. The rate with which laps are covered in swimming and the number of skips per minute with a jump rope (metronome may help) can be increased. Training children should reevaluate every 4 to 6 weeks and upgrade their programmes.

Even for the athlete there is a level of training beyond which no further training is possible. The limits of one’s natural endowments are eventual
reached when tip-top CR fitness is achieved. This state of CR fitness can be reached in 3 to 6 months. Once CR fitness is attained, it must be maintained by regular workouts. CR fitness training must become part of a child’s lifestyle. If one cuts back to a CR exercising workout once a week, half the previous CR fitness increase will be lost in a mere 10 weeks. If a CR fitness programme is discontinued completely, all previous gains will be lost in weeks.

Occasionally, certain situations may occur which indicate that a child is doing too much. Even if the child’s target zone is correctly based, it is possible that CR exercising in hot weather, at a higher altitude, or under competitive circumstances may cause heart rate to climb faster than is anticipated. Under such circumstances bodily awareness of heart rate level may be inaccurate, and the child may inadvertently overdo it. Nausea or vomiting after exercise is caused when enough oxygen does not reach the intestine. Exercising less vigorously and a gradual and longer cool-down will remedy this condition. Side stitch or stitching under the ribs while exercising is a diaphragm spasm and can generally be eliminated by leaning forward while sitting, attempting to push the abdominal organs up against the diaphragm. Abnormal heart action (for example, pulse becoming irregular, fluttering or jumping or palpitations in the chest or throat) frequently indicates a disorder of the heart. Exercise should be discontinued and a physician consulted before resuming training.

Safety precautions of physical activity

You should determine whether you are physically prepared for the following factors;

i. General health.
ii. The particular activity in which you are interested.
iii. Age.
iv. Current fitness level.

When to stop exercise?

First we re-emphasize that you do not have to “hurt” to benefit from exercise. Your heart doesn’t have to be attempting to leap out of your chest. Your muscles don’t cry out for mercy. You can stop when you feel real discomfort. Secondly, the amount of sweet is not related to caloric expenditure. It may be related to temperature leak of air circulation. As indicated earlier, a good criterion for CR type exercise is the immediate post exercise heart rate. The exact rate for you depends roughly on age.
Benefits of Regular Exercise

Exercise means to do any thing again and again. It means to do extra ordinary work for the improvement of the human body. We can call it continuous work of body for development and growth of physical and mental ability.

Benefits of regular exercise are as follows:

i. Increase your endurance for specific tasks.
ii. Increase the functional capacity and health of your circulatory respiratory system.
iii. Increase your protection against low back disorder.
iv. Contribute to weight reduction.
v. Increase your ability to perform certain emergency physical tasks.
vi. Increase your efficiency of daily or for specific tasks.
vii. Provide a sort of cross-resistance to stress.
viii. Increase your flexibility and muscles tendon and ligament strength.

Statement of the Problems

This research project is aimed at comparing the fitness level of the girls students of Diploma class of Pakistan Sport Complex, Islamabad.

Objective of Study

This study attempted to achieve the following objectives:

i. To find out the fitness level of girl students of Senior Diploma Physical Education and Junior Diploma Physical Education in Pakistan Sports Complex, Islamabad.

ii. To know the area of more fitness i.e. running and jumping for training.

Design of Study

1. Population
   All the girl students of S.D.P.E and J.D.P.E were included in this study as population.

2. Sampling
   All the girl students (population) comprised of sample for this study.

3. Data Collection
   Data was analyzed on arithmetic mean basis.

4. Analysis of Data
   Information was collected through Harvard step test.
Significance of the Study
This is an established fact that a sound mind has a sound body through this study, one will be able to find the fitness level of students at a specific age.

This study will also help the physical educators to improve their own techniques and programmes of activities. This study will provide adequate information and administration to include certain programmes of physical training in educational curriculum. Finally, this study will help to increase the standard of physical fitness.

Delimitation of the Study
This study was delimited to girl students of class Senior Diploma Physical Education and Junior Diploma Physical Education in Pakistan Sports Complex.

Collection, Presentation and Analysis of Data
The data was collected through a performa of the Harward step test. Using the following formula collected physical efficiency index.

\[
\text{Physical efficiency index (P.E.I) = } \frac{\text{Time of exercise in seconds} \times 100}{\text{Sum of the plus} \times 5.6}
\]

Analysis of Data
The data was collected through Harward step test. Through calculating simple arithmetic average of the physical efficiency index, score was obtained. The mean off the score of all students was calculated as presented in the tables.

Harward Step Test
Harward step test has been the most widely used c.v.s test in P.E. It can be used to distinguish between the trained and untrained and as an indicator of improvement resulting from participation in endurance training programme. One of its features is that large numbers can be tested at the same time.

Objective
Broha developed H.S.T for the purpose of measuring physical fitness for muscular work and ability to recover from work. This test was originally designed for young men of college age.

Validity
Broha tested 2200 male students at Harward in the original validation of the step test. Athlete was found to score considerably higher than non-athlete and score improved with training.
Test Equipment and Material Needed
A stable bench or plate form 20 inches high and a stopwatch with second-hand only equipment needed.

Directions
1. The subject stand before the bench and on the command begins steps on to the bench with one foot and then the other.
2. There are 30 steps compulsory in a minute.
3. The body should be exact when he steps on to the bench.
4. The subject continues to exercise at the prescribed pace for 5 minutes.
5. There are two forms of tests:
   a. Long form
   b. Short form
6. In long form, the pulse is counted $1\frac{1}{2}, 2\frac{1}{2}, 3\frac{1}{2}$
7. In a short form, the pulse is taken only once from $1\frac{1}{2}$ minute after exercise.

Scoring
For a long form, a physically efficiency index (P.E.I) computed with this formula.

\[
P.E.I = \frac{\text{Duration of Exercise} \times 100}{2 \times \text{sum of pulse counts in recovery}}
\]

Suppose a subject exercises for 5 minutes (300 sec) and pulses counted are 83,67 and 50.

\[
P.E.I = 300 \times 100/2 \times 200 = 75
\]

Norms
The following standards of performance were established after testing approximately 80000 college students;

Below 55 = poor
55 – 64 = low average
65 – 79 = high average
80 – 89 = good
above 90 = excellent
For a short form scoring formula is as follows:

\[ \text{P.E.I} = \frac{\text{Duration of Exercise in seconds} \times 100}{5.5 \text{ pulse counts for } 1\frac{1}{2} \text{ m after exercise}} \]

Suppose subject exercises for 5 minutes and his pulse count after exercise for 1\(\frac{1}{2}\) m is 80. Putting this value in formula:

\[ \text{P.E.I} = \frac{300 \times 100}{5.5 \times 80} \]

**Norms**

The following forms have been established for short form:

- Below 50 = poor
- 50 – 80 = average
- Above 80 = good

Harvard Step Test for Girls

**Equipments**

- Bench height = 18 inches
- Pace = 24 steps in minute
- Duration = 3 minutes

**Formula:**

\[ \text{P.E.I} = \frac{\text{Number of seconds of exercise completed} \times 100}{\text{Recovery pulse} \times 5.6} \]

Recovery pulse shall be taken from 1\(\frac{1}{2}\) m after exercise.

**Norms for college girls:**

<table>
<thead>
<tr>
<th>Number</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>71 – 100</td>
<td>excellent</td>
</tr>
<tr>
<td>60 – 70</td>
<td>very good</td>
</tr>
<tr>
<td>49 – 59</td>
<td>good</td>
</tr>
<tr>
<td>39 – 48</td>
<td>fair</td>
</tr>
<tr>
<td>28 – 38</td>
<td>poor</td>
</tr>
<tr>
<td>0 – 27</td>
<td>very poor</td>
</tr>
</tbody>
</table>
Table 1
Showing the Results of Exercise on Harward Step Test before Exercise for Junior Diploma Physical Education

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of Subject</th>
<th>Age</th>
<th>Height</th>
<th>Weight in Lbs</th>
<th>Class</th>
<th>Status Athlete No.</th>
<th>Pulse count</th>
<th>Duration of exercise</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sajida Rafique</td>
<td>20</td>
<td>5.2</td>
<td>108</td>
<td>Jnr. D</td>
<td>No</td>
<td>83</td>
<td>3 min</td>
<td>38.72/poor</td>
</tr>
<tr>
<td>2</td>
<td>Uzma Bano</td>
<td>20</td>
<td>4.8</td>
<td>103</td>
<td>Jnr. D</td>
<td>No</td>
<td>80</td>
<td>3 min</td>
<td>40.17/fair</td>
</tr>
<tr>
<td>3</td>
<td>Kiran Riaz</td>
<td>20</td>
<td>5.1</td>
<td>106</td>
<td>Jnr. D</td>
<td>No</td>
<td>74</td>
<td>3 min</td>
<td>43.43/fair</td>
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<td>4</td>
<td>Musarat Yasmeen</td>
<td>21</td>
<td>5.4</td>
<td>109</td>
<td>Jnr. D</td>
<td>Yes</td>
<td>80</td>
<td>3 min</td>
<td>40.17/fair</td>
</tr>
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<td>5</td>
<td>Rezwana Faqir</td>
<td>20</td>
<td>5.5</td>
<td>107</td>
<td>Jnr. D</td>
<td>No</td>
<td>62</td>
<td>3 min</td>
<td>51.84/good</td>
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<tr>
<td>6</td>
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<td>21</td>
<td>5.6</td>
<td>114</td>
<td>Jnr. D</td>
<td>No</td>
<td>74</td>
<td>3 min</td>
<td>43.43/poor</td>
</tr>
<tr>
<td>7</td>
<td>Rabia Aziz</td>
<td>18</td>
<td>4.9</td>
<td>105</td>
<td>Jnr. D</td>
<td>No</td>
<td>70</td>
<td>3 min</td>
<td>45.91/fair</td>
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<tr>
<td>8</td>
<td>Soma Azam</td>
<td>21</td>
<td>5.7</td>
<td>112</td>
<td>Jnr. D</td>
<td>No</td>
<td>80</td>
<td>3 min</td>
<td>40.17/fair</td>
</tr>
<tr>
<td>9</td>
<td>Farha Bibi</td>
<td>20</td>
<td>5.5</td>
<td>108</td>
<td>Jnr. D</td>
<td>No</td>
<td>83</td>
<td>3 min</td>
<td>38.72/poor</td>
</tr>
<tr>
<td>10</td>
<td>Salma Zafar</td>
<td>21</td>
<td>5.5</td>
<td>106</td>
<td>Jnr. D</td>
<td>No</td>
<td>75</td>
<td>3 min</td>
<td>42.85/fair</td>
</tr>
<tr>
<td>11</td>
<td>Rehana Shaheen</td>
<td>19</td>
<td>5.7</td>
<td>110</td>
<td>Jnr. D</td>
<td>No</td>
<td>65</td>
<td>3 min</td>
<td>49.45/good</td>
</tr>
<tr>
<td>12</td>
<td>Ishrat Attique</td>
<td>21</td>
<td>5.6</td>
<td>111</td>
<td>Jnr. D</td>
<td>No</td>
<td>72</td>
<td>3 min</td>
<td>44.64/fair</td>
</tr>
<tr>
<td>13</td>
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<td>22</td>
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<td>123</td>
<td>Jnr. D</td>
<td>No</td>
<td>85</td>
<td>3 min</td>
<td>37.81/poor</td>
</tr>
<tr>
<td>14</td>
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<td>5.2</td>
<td>110</td>
<td>Jnr. D</td>
<td>No</td>
<td>74</td>
<td>3 min</td>
<td>43.43/fair</td>
</tr>
<tr>
<td>15</td>
<td>Shumaila Iram</td>
<td>19</td>
<td>5</td>
<td>108</td>
<td>Jnr. D</td>
<td>Yes</td>
<td>76</td>
<td>3 min</td>
<td>42.29/fair</td>
</tr>
<tr>
<td>16</td>
<td>Shazia Musafer</td>
<td>21</td>
<td>5.3</td>
<td>106</td>
<td>Jnr. D</td>
<td>Yes</td>
<td>65</td>
<td>3 min</td>
<td>49.45/good</td>
</tr>
<tr>
<td>17</td>
<td>Sajida Shaeen</td>
<td>20</td>
<td>5.3</td>
<td>110</td>
<td>Jnr. D</td>
<td>No</td>
<td>70</td>
<td>3 min</td>
<td>45.91/fair</td>
</tr>
<tr>
<td>18</td>
<td>Ifat Nawaz</td>
<td>20</td>
<td>5.3</td>
<td>113</td>
<td>Jnr. D</td>
<td>No</td>
<td>65</td>
<td>3 min</td>
<td>49.45/good</td>
</tr>
<tr>
<td>19</td>
<td>Abeeda Naz</td>
<td>19</td>
<td>5.1</td>
<td>120</td>
<td>Jnr. D</td>
<td>No</td>
<td>80</td>
<td>3 min</td>
<td>^0.17/fair</td>
</tr>
</tbody>
</table>

Table 2
Showing the Results of Exercise on Harward Step Test before Exercise for Senior Diploma Physical Education

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of Subject</th>
<th>Age</th>
<th>Height</th>
<th>Weight in Lbs</th>
<th>Class</th>
<th>Status Athlete No.</th>
<th>Pulse count</th>
<th>Duration of exercise</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aqsa Chaudhry</td>
<td>22</td>
<td>5</td>
<td>110</td>
<td>Snr. D</td>
<td>No</td>
<td>76</td>
<td>3 min</td>
<td>42.29/fair</td>
</tr>
<tr>
<td>2</td>
<td>Humaira Nadim</td>
<td>22</td>
<td>5.5</td>
<td>108</td>
<td>Snr. D</td>
<td>No</td>
<td>72</td>
<td>3 min</td>
<td>44.64/fair</td>
</tr>
<tr>
<td>3</td>
<td>Sadia Qamar</td>
<td>23</td>
<td>4.9</td>
<td>113</td>
<td>Snr. D</td>
<td>No</td>
<td>78</td>
<td>3 min</td>
<td>41.20/fair</td>
</tr>
<tr>
<td>4</td>
<td>Momina Saeed</td>
<td>22</td>
<td>5.6</td>
<td>112</td>
<td>Snr. D</td>
<td>No</td>
<td>70</td>
<td>3 min</td>
<td>45.91/fair</td>
</tr>
<tr>
<td>5</td>
<td>Tahira Bano</td>
<td>23</td>
<td>5.6</td>
<td>117</td>
<td>Snr. D</td>
<td>No</td>
<td>72</td>
<td>3 min</td>
<td>44.64/fair</td>
</tr>
<tr>
<td>6</td>
<td>Shazia Chaudry</td>
<td>22</td>
<td>5.8</td>
<td>116</td>
<td>Snr. D</td>
<td>No</td>
<td>75</td>
<td>3 min</td>
<td>42.85/fair</td>
</tr>
<tr>
<td>7</td>
<td>Faihreh Naheed</td>
<td>23</td>
<td>5.7</td>
<td>110</td>
<td>Snr. D</td>
<td>No</td>
<td>80</td>
<td>3 min</td>
<td>40.17/fair</td>
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</tbody>
</table>
### Table -3
Showing Results of Exercise on Harvard Step Test
after Six Week Exercise for Junior Diploma Physical Education

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of Subject</th>
<th>Age</th>
<th>Height</th>
<th>Weight in Lbs</th>
<th>Class</th>
<th>Status Athlete No.</th>
<th>Pulse count</th>
<th>Duration of exercise</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sajida Rafique</td>
<td>20</td>
<td>5.2</td>
<td>108</td>
<td>Jnr. D</td>
<td>No</td>
<td>73</td>
<td>3 min</td>
<td>44.03/fair</td>
</tr>
<tr>
<td>2</td>
<td>Uzma Bano</td>
<td>20</td>
<td>4.8</td>
<td>103</td>
<td>Jnr. D</td>
<td>No</td>
<td>70</td>
<td>3 min</td>
<td>45.91/fair</td>
</tr>
<tr>
<td>3</td>
<td>Kim Riaz</td>
<td>20</td>
<td>5.1</td>
<td>106</td>
<td>Jnr. D</td>
<td>Yes</td>
<td>65</td>
<td>3 min</td>
<td>49.45/good</td>
</tr>
<tr>
<td>4</td>
<td>Musarrat Yasmeen</td>
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<td>5.4</td>
<td>109</td>
<td>Jnr. D</td>
<td>No</td>
<td>74</td>
<td>3 min</td>
<td>43.43/fair</td>
</tr>
<tr>
<td>5</td>
<td>Rizwana Faqir</td>
<td>20</td>
<td>5.5</td>
<td>107</td>
<td>Jnr. D</td>
<td>No</td>
<td>52</td>
<td>3 min</td>
<td>61.81/v.good</td>
</tr>
<tr>
<td>6</td>
<td>Romana Gul</td>
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<td>5.6</td>
<td>114</td>
<td>Jnr. D</td>
<td>No</td>
<td>67</td>
<td>3 min</td>
<td>47.97/fair</td>
</tr>
<tr>
<td>7</td>
<td>Rabia Aziz</td>
<td>18</td>
<td>4.9</td>
<td>105</td>
<td>Jnr. D</td>
<td>No</td>
<td>60</td>
<td>3 min</td>
<td>53.57/good</td>
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<tr>
<td>8</td>
<td>Soma Azam</td>
<td>21</td>
<td>5.7</td>
<td>112</td>
<td>Jnr. D</td>
<td>No</td>
<td>70</td>
<td>3 min</td>
<td>43.91/fair</td>
</tr>
<tr>
<td>9</td>
<td>Farha Bibi</td>
<td>20</td>
<td>5.5</td>
<td>108</td>
<td>Jnr. D</td>
<td>No</td>
<td>73</td>
<td>3 min</td>
<td>44.03/fair</td>
</tr>
<tr>
<td>10</td>
<td>Salma Zafar</td>
<td>21</td>
<td>5.5</td>
<td>108</td>
<td>Jnr. D</td>
<td>No</td>
<td>65</td>
<td>3 min</td>
<td>49.45/good</td>
</tr>
<tr>
<td>11</td>
<td>Rehana Shaheen</td>
<td>19</td>
<td>5.7</td>
<td>110</td>
<td>Jnr. D</td>
<td>No</td>
<td>55</td>
<td>3 min</td>
<td>58.44/good</td>
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<tr>
<td>12</td>
<td>Ishrat Attique</td>
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<td>5.6</td>
<td>111</td>
<td>Jnr. D</td>
<td>No</td>
<td>62</td>
<td>3 min</td>
<td>51.64/good</td>
</tr>
<tr>
<td>13</td>
<td>Banaras Jan</td>
<td>22</td>
<td>5.1</td>
<td>123</td>
<td>Jnr. D</td>
<td>No</td>
<td>73</td>
<td>3 min</td>
<td>44.03/fair</td>
</tr>
<tr>
<td>14</td>
<td>Nazia Parveen</td>
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<td>110</td>
<td>Jnr. D</td>
<td>No</td>
<td>64</td>
<td>3 min</td>
<td>50.22/fair</td>
</tr>
<tr>
<td>15</td>
<td>Shumaila Iram</td>
<td>19</td>
<td>5.5</td>
<td>108</td>
<td>Jnr. D</td>
<td>No</td>
<td>66</td>
<td>3 min</td>
<td>48.70/fair</td>
</tr>
<tr>
<td>16</td>
<td>Shazia Musaffer</td>
<td>21</td>
<td>5.3</td>
<td>105</td>
<td>Jnr. D</td>
<td>Yes</td>
<td>50</td>
<td>3 min</td>
<td>64.28/v.good</td>
</tr>
<tr>
<td>17</td>
<td>Sajida Shahseen</td>
<td>20</td>
<td>5.7</td>
<td>110</td>
<td>Jnr. D</td>
<td>No</td>
<td>48</td>
<td>3 min</td>
<td>66.96/excellent</td>
</tr>
<tr>
<td>18</td>
<td>Iftat Nawaz</td>
<td>20</td>
<td>5.3</td>
<td>113</td>
<td>Jnr. D</td>
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<td>3 min</td>
<td>80.35/excellent</td>
</tr>
<tr>
<td>19</td>
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<td>19</td>
<td>5.1</td>
<td>120</td>
<td>Jnr. D</td>
<td>No</td>
<td>70</td>
<td>3 min</td>
<td>45.91/fair</td>
</tr>
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### Table -4
Showing Results of Exercise on Harvard Step Test
after Six Week Exercise for Senior Diploma Physical Education

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of Subject</th>
<th>Age</th>
<th>Height</th>
<th>Weight in Lbs</th>
<th>Class</th>
<th>Status Athlete No.</th>
<th>Pulse count</th>
<th>Duration of exercise</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aqsa Chaudhry</td>
<td>22</td>
<td>5</td>
<td>110</td>
<td>Snr. D</td>
<td>No</td>
<td>66</td>
<td>3 min</td>
<td>48.70/fair</td>
</tr>
<tr>
<td>2</td>
<td>Humaira Nadim</td>
<td>22</td>
<td>5.5</td>
<td>108</td>
<td>Snr. D</td>
<td>No</td>
<td>62</td>
<td>3 min</td>
<td>51.84/good</td>
</tr>
<tr>
<td>3</td>
<td>Sadia Qamar</td>
<td>23</td>
<td>4.9</td>
<td>118</td>
<td>Snr. D</td>
<td>No</td>
<td>74</td>
<td>3 min</td>
<td>43.43/fair</td>
</tr>
<tr>
<td>4</td>
<td>Momina Saeed</td>
<td>22</td>
<td>5.6</td>
<td>112</td>
<td>Snr. D</td>
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<td>42</td>
<td>3 min</td>
<td>76.53/excellent</td>
</tr>
<tr>
<td>5</td>
<td>Tahira Bano</td>
<td>23</td>
<td>5.6</td>
<td>117</td>
<td>Snr. D</td>
<td>No</td>
<td>62</td>
<td>3 min</td>
<td>51.84/good</td>
</tr>
<tr>
<td>6</td>
<td>Shazia Chaudry</td>
<td>22</td>
<td>5.8</td>
<td>116</td>
<td>Snr. D</td>
<td>No</td>
<td>65</td>
<td>3 min</td>
<td>49.45/good</td>
</tr>
<tr>
<td>7</td>
<td>Farrukh Naheed</td>
<td>23</td>
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<td>No</td>
<td>70</td>
<td>3 min</td>
<td>45.91/fair</td>
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</tbody>
</table>
Table-5
Showing the mean Score of P.E.I in J.D.P.E Class before Exercise

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Sum of P.E.I Score</th>
<th>No. of subjects</th>
<th>Arithmetic mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pakistan Sports Board</td>
<td>828.01</td>
<td>19</td>
<td>43.58</td>
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</tbody>
</table>

Table-6
Showing the mean Score of P.E.I in S.D.P.E Class before Exercise

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Sum of P.E.I Score</th>
<th>No. of Subjects</th>
<th>Arithmetic mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pakistan Sports Board</td>
<td>301.7</td>
<td>7</td>
<td>43.1</td>
</tr>
</tbody>
</table>

Table-7
Showing the mean Score of P.E.I in J.D.P.E Class after Six Weeks Exercise

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Sum of P.E.I Score</th>
<th>No. of Subjects</th>
<th>Arithmetic mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pakistan Sports Board</td>
<td>995.66</td>
<td>19</td>
<td>52.40</td>
</tr>
</tbody>
</table>

Table-8
Showing the mean Score of P.E.I in S.D.P.E Class after Six Weeks Exercise

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Sum of P.E.I Score</th>
<th>No. of Subjects</th>
<th>Arithmetic mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pakistan Sports Board</td>
<td>367.7</td>
<td>7</td>
<td>52.52</td>
</tr>
</tbody>
</table>

Findings
The research study was aimed at comparing the physical fitness level of girl students trained and untrained. The study was based on Harvard step test. The two classes J.D.P.E and S.D.P.E were included in the study as sample after the conduct of test date was shown in the table including name of subject, total time exercise, pulse count during recovery form $1\frac{1}{2}$. After completion of 3 minutes of exercise, the average P.E.I score of J.D.P.E class was found without training 43.58 and after 6 weeks training 52.40, while average P.E.I score of S.D.P.E class was found without training 43.1 and after 6 weeks training 52.52.

This was found that the average P.E.I score with training was higher than without training. This is just because trained students are more active than the untrained.

Conclusion
After these findings, this can be concluded that exercise improve fitness level at all ages.
Recommendation

It is recommended that:

- C.V fitness level should be made better through jogging, running, swimming and cycling, etc.
- Play grounds and gymnasiums must be provided in every educational institution to promote sports, games and physical activities in the country.
- More physical fitness training institution must be established all over the country.
- Sports and games competitions must be held in all the institutions regularly.
- Sports equipment must be provided by each educational institution for physical fitness.
- Physical Education Teachers should conduct physical fitness tests in schools, colleges and inform the parents about their children’s physical fitness.

BIBLIOGRAPHY


AN EVALUATION OF
PROFESSIONAL DEVELOPMENT PROGRAMME FOR
PRIMARY SCHOOL TEACHERS UNDER ESRA

By
Dr. Parveen Munshi*
and
Tarique Bhatti**

Abstract
An evaluation of professional development programme under ESRA is carried out through the follow up study entitled as "An evaluation of professional development programme for primary school teachers under ESRA". The focus of the study is on the in-service training programme for primary school teachers of the Hyderabad District in the province of Sindh. For the study, a sample consist of four hundred trained primary school teachers from five subdivisions, out of 4431 total trained teachers of eight subdivisions have been selected. Data collected through questionnaire, an interview and teachers performance checklist. Finding of the study show the details of merits and shortcomings in the training programme. It is observed that teaching learning activities in the schools need support, monitoring and supervision. In the last, there are suggested measures for sustainable execution of the training practices in the schools in the future.

Introduction
The teachers play an important role in the life of nations. They use to train the growing generation who will be the future citizens of the country. In Pakistan, the standard of education is falling day by day. The big reason among other reasons for this is little training or motivation for teachers to deliver quality education RTI report (2006). In developing countries, the factors responsible for the poor state of education are; “Outdated initial training programmes, short disconnected in-service training, inadequate textbooks, blackboard-based pedagogy; overly used norm-referenced summative evaluation; and a host of other challenges have permitted a few pilot programmes“ Abdal-Haqq, (1995).

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** Lecturer, Govt. Degree College and Post Graduate Centre, Latifabad, Hyderabad
In Pakistan, as in many countries, theoretically it is claimed that teaching is creativity based and student centred but in practice, traditional ideas of teaching and learning can be characterised as teacher centred. Hopkin (1997) in his study of teaching and learning had remarked that “whilst teacher educators advocate the activity-based and student oriented learning promoted by policymakers, in reality they utilise teacher/lecture-dominated methods”.

In this approach the emphasis is on the teacher. Realising the need of training of the teachers in the past, teachers training institutes and training colleges were established in our country. These institutes offer PTC and CT courses of one year to primary and elementary teachers respectively. At the universities, institutes of teacher education were established to serve the same purpose. These institutes offer one-year professional programmes B.Ed and M.Ed in teacher education. In spite of this all, we could not develop strong and effective training mechanism for pre-service and in-service teachers’ training. On intra-institutional studies, “teacher training ranked consistently at or near the bottom in reference to other academic disciplines’ Monk and Brent (1996).

The training is the continuous process. But in our case, we thought that if teacher undergoes one year training of PTC, CT and, B.Ed or M.Ed. once during his service period, he becomes trained and competent enough to impart quality education. Due to this wrong thinking, we could not produce effectively trained and skilled teachers. “Specific factors such as the years of teacher training (initial and In-service), the teachers verbal fluency, subject matter knowledge, having books and materials and knowing how to use them, teacher expectations of pupil performance, time spent on classroom preparation, and frequent monitoring of student progress are known to affect student achievement” Farrell and Oliveira (1993).

“The research literature strongly indicates that ongoing, relevant staff development activities are necessary if a teaching force is to be effective” Blum (1990). In developed countries teachers undergo various in-service training programmes time and again during their service period. These in-service training programmes adapt them to modern trends in the pedagogy. Hence they become highly skilled and competent to meet the new challenges of modern pedagogy. Researchers Lockheed and Verspoor, (1991) viewed that, ‘the academic and professional training of teachers has a direct and positive bearing on the quality of their performance and consequently on the achievements of the students.’

We lagged behind and our teachers training institutes could not manage regular in-service training programmes for teachers of all cadres in the past. It is a fact that no education reform can be successfully implemented when the quality
of teacher is not improved. Now at present, great attention is being given to provide in-service training to the teachers in Pakistan. RTI is helping Pakistan in this concern. The Education Sector Reform Assistance (ESRA) programme assists the Government of Pakistan in implementing its new education development plans in an effort to create sustainable improvement in education at the school level. ESRA, which began in January 2003, is funded by the United States Agency for International Development (USAID) and is implemented by a Consortium of partners, led by RTI. Under ESRA a professional development programme for providing in-service training to primary school teachers and administrators in four districts, Hyderabad, Thatta, Khairpur, Sukkur, is in progress in the province of Sindh.

There was the need of evaluation of one year progress of the programme of ESRA run by United Education Initiative UEI Consortium which comprises Provincial Institute of Teacher Education PITE Nawab Shah, FARAN Education Society Karachi, Notre Dame Institute of Education Karachi, University of Sindh (Education Faculty), Indus Resource Centre Khairpur, Jamia Millia Karachi. For this purpose a research study is carried out on individual basis to observe the overall impact and progress of the programme.

What is ESRA

The Education Sector Reform Assistance (ESRA) programme is a $71.5 million initiative funded by the United States Agency for International Development (USAID) in support of the Government of Pakistan's Education Sector Reform (ESR) effort. The programme will run until September 30, 2007. ESRA, a Consortium of national and international partners led by RTI-International, operates across 6 technical areas (policy and planning, professional development, literacy, public-community partnerships, public-private partnerships, and information and communication technologies), 13 educational jurisdictions (9 districts, 2 provinces, the ICT, and the Federal Ministry of Education), and thousands of school-communities. ESRA is working closely with key counterparts throughout the system to establish professional development infrastructure (PDI)- a network of government, non-government and private sector entities that can address the various professional development needs of the teachers and administrators throughout the system ESRA Report (2006).

Professional Development Programme for Teachers

School improvement requires education personnel (teachers, head teachers, district officers, etc.) with the skills needed to do the job they have been assigned to do; thus the importance of professional development. It is one thing, however, to train people; it is quite another to put in place the ways and means by
which Pakistan can continuously address the lifelong learning needs of its educational professionals. The project manager of RTI, Jonathan Mitchell, said: "The project team concentrates on tangible improvements in local schools and helps develop the abilities of teachers, educational officials to participate in the school improvement", RTI report (2006).

The professional Development Programme in Sindh province is intended to provide a flexible constructive framework for teaching and learning. It is mostly intended to yield sufficient number of Master Trainers and teachers with the capacity to implement education through innovative, students-centred pedagogy. The materials for this Professional Development series have been developed through collaborative effort with national and local institutions involved in training teachers and facilitated by volunteer teachers’ educators from the International Reading Association (IRA).

A cascade model of training is being used to implement the pedagogy and ideas from this professional development course. Master trainers have been trained; these master trainers are training teachers in their local areas. This approach will serve two objectives. First involving local teacher educational institutions in planning and implementing the training programmes for providing training to all teachers. Second, the programme is expected to develop the capacity to create flexible structure for supporting professional development at the local level.

Aims and Objectives of Professional Development for Teachers

- Creating widespread, effective, and ongoing professional development opportunities for educators to build content competence, methodological expertise, and administrative capacity;
- Enhancing the professional status of educators through policy reforms and capacity building;
- Ensuring access to relevant, effective, and locally developed print and multimedia materials and resources to improve classroom teaching, teacher training, and school administration;
- Substantially improving educational quality.
- Plan mathematics lessons that enable students to learn by exploration and enquiry.
- Plan science lessons that allow students to learn through such active techniques as experimentation, observation, reflection and discussion.
- Acquire the deeper understanding of the nature and goals of social studies in a rapidly changing and challenging world.
- Enhance the subject matter and the knowledge of various aspects of English language and acquire a better understanding of instructional strategies about English language teaching.
• Develop an understanding of the nature, goals and strategies of teaching Urdu language to enhance the learning and interest of students critically reflect on their class practices and beliefs about teaching and learning.
• Improve classroom practices by becoming reflective practitioners.
• Develop the role of teacher-educator and a teacher to support other teachers in their professional development.
• Conduct effective workshops for in-service training programme in their own districts.

Structure of the Programme

The programme for primary school teachers consists of six major modules. Of these, three are content based and three are process based. The individual modules in these series are: Techniques for mentoring teacher; Techniques for reflective practices; Techniques for using media in classroom; Techniques for instructions and assessment in Science and Mathematics; Techniques for instructions and assessment in social studies and Urdu; Techniques for instructions and assessment in English as a foreign language.

This programme is spread over a total period of eighteen weeks (2+4+2+10), and designed in away that the trainee teachers attended the sessions facilitated by two skilled Master trainers at their respective training units (clusters) for two weeks in the first round of the programme. The Master trainers facilitated the participants to learn first three Modules, These Modules are known as innovative process based modules. The teachers went back for fieldwork at their schools for four weeks, where field support is provided the school support trainers (School Support Trainers). The rest of three Modules are subject based which are completed in the second round of the programme. The trainee teachers again come back to the respective training units in the second round of the programme for two weeks to complete the rest of the three Modules i.e. content modules. On completion of the second round of the training at training units, the teachers went back to their respective schools, where the school support Teachers also come to interact and plan for the on-job professional support for a period of ten weeks. The time rotation can be summed up in figures as follow:

Rotation in weeks: 2 + 4 + 2 + 10 = 18 weeks

(For behaviour module) (Back in field)
(For academic module) (Follow-up/backup by School Support Trainers)
Target

The main target of the professional development programme of ESRA in the Province of Sindh is to provide in-service training to 20,000 teachers and Administrators and 7010 primary school teachers PST’s and 900 administrators (HTs, Supervisors, ADOs, DDOs and EDO) in the District Hyderabad in collaboration with United Education Initiatives (UEI) Consortium. In district Hyderabad target achieved is that, 4752 (69%) teachers have completed their training where as 1247 teachers are under training registration. Thus the number of teachers completed their training became 6109 equal to 88% of target.

Table - 1

<table>
<thead>
<tr>
<th>Year</th>
<th>Target No. of Teachers</th>
<th>Achievements</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>2250</td>
<td>2186</td>
<td>97%</td>
</tr>
<tr>
<td>2005</td>
<td>3460</td>
<td>3432</td>
<td>99%</td>
</tr>
<tr>
<td>2006</td>
<td>1350</td>
<td>491</td>
<td>36%</td>
</tr>
<tr>
<td>Total</td>
<td>7010</td>
<td>6109</td>
<td>88%</td>
</tr>
</tbody>
</table>

Source: Professional Development Programme for Teachers in Hyderabad District, UEI Consortium, Hyd Unit

An Evaluative Study

In order to take the review of professional development programme this has been launched for primary school teachers in province of Sindh under ESRA. A follow up study has been carried out to see whether the programme is fulfilling its objectives or not. If it is then up to what extent? What targets has it achieved? Whether or not trained teachers and those who are being trained fulfilling the purpose of the training. This evaluative study covers all aspects of teachers training programme such as evaluation of training module, performance of activities during the training phase and the impact of training on the school improvement process. Study is helpful in providing ground realities concerning the execution and implementation of the programme. Findings of the study will be helpful to develop a comprehensive plan for further improvement in the schools of the Province of Sindh.

Objectives of the Study

- To appraise the professional development programme for primary school teachers in terms of training modules, teaching and evaluation, selection and training of Master Trainers, School Support Trainers, monitoring and evaluation structure.
• To assess the impact of training programme on course participants in the school situation.
• To collect perceptions of Master Trainers, School Support trainers, and Head Teachers about the whole professional development programme.
• To give measures for sustainability for future execution of the programme for school improvement.

Methodology
The study is based on 10-cycles, which held from August 06, 2004 to August 2005. Keeping in view the nature of study the researcher adopted follow up survey study, which is the type of descriptive research.

Population
The 10-cycles of the ESRA professional Development Programme (PDP) for Primary School Teachers of Hyderabad District (old) and. the total number of teachers 4431 have been taken. The following table shows the total population.

<table>
<thead>
<tr>
<th>Sub-divisions</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hyderabad city</td>
<td>325</td>
<td>351</td>
<td>676</td>
</tr>
<tr>
<td>Sub-division Hyd</td>
<td>313</td>
<td>211</td>
<td>524</td>
</tr>
<tr>
<td>Latifabad</td>
<td>293</td>
<td>332</td>
<td>625</td>
</tr>
<tr>
<td>Qasimabad</td>
<td>180</td>
<td>238</td>
<td>418</td>
</tr>
<tr>
<td>Matiari</td>
<td>416</td>
<td>43</td>
<td>459</td>
</tr>
<tr>
<td>Halla</td>
<td>368</td>
<td>209</td>
<td>577</td>
</tr>
<tr>
<td>Tando Allahyar</td>
<td>328</td>
<td>244</td>
<td>572</td>
</tr>
<tr>
<td>Tando Muhammad Khan</td>
<td>358</td>
<td>222</td>
<td>580</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2581</strong></td>
<td><strong>1850</strong></td>
<td><strong>4431</strong></td>
</tr>
</tbody>
</table>

Table - 2
Number of Trained Teachers in 10-cycles in District Hyderabad

Source: Professional Development Programme for Teachers in Hyderabad District, UEI Consortium, Hyd Unit

Sample
First of all researcher selected five sub-divisions out of eight sub-divisions of Hyderabad district (old) in which training of primary teachers is in progress under ESRA programme. 200 male and 200 female teachers have been selected randomly from the five Sub-divisions of Hyderabad District. Teachers’ selection is made from the list of trained teachers in the 10-cycles. According to Krejcie and Morgan, (1970) For the Population of 4500 the suggested sample is 354. For this study the researcher has selected sample randomly consisted of 400 teachers for the population of 4431. Table .3 shows sample of teachers and their response rate.
Table - 3

<table>
<thead>
<tr>
<th>Sub-divisions</th>
<th>Suggested Sample</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Hyderabad city</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Hyd Sub-division</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Latifabad</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Qasimabad</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Tando Allahyar</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>200</td>
</tr>
</tbody>
</table>

For the observation the researcher selected 18 schools of five sub-divisions of Hyderabad District (old), 02 Boys and 02 Girls schools have been selected from Hyderabad city, Sub-division Hyderabad, Qasimabad, Latifabad, and 01 Boys and 01 Girls schools from Tando Allahyar.

For the perceptions, 50 Master Trainers, School Support Teachers and Head Teachers are selected in purposive manner from the Hyderabad District.

Approaches to Collect Data

For this study the following approaches were adopted to collect data:

Questionnaire: It is based on module evaluation form prepared by UEI Consortium Hyderabad Unit. It consists of questions related to i. Training centre facilities; ii. Module objectives, content and iii. instructional activities which preferred by the course participants after the training.

Observation Checklist: The teacher performance checklist administered by the researcher which was developed by the monitoring and evaluation cell of UEI Consortium Hyderabad unit. It consist of various aspects of teachers performance in the classroom i.e. teacher planning and preparation, classroom environment, management of students’ behaviour, seating arrangement in classroom, teachers’ instructions and evaluation of students work. Researcher and his team of two members made two to three visits without prior intimation for observing the teachers performance in the classroom. After the collection of three observations, observations were combined to collect data from them.

Interview: Interview schedule is also developed and administered for the collection of perceptions of 50 Master Trainers, School Support Teachers and Head Teachers of the schools. It consists of the views and the experiences about
the whole training programme, impact of the training on course participants, their attitude towards professional development and performance of trained teachers within classroom. It also aimed at future implication of the programme on the quality of education at primary level.

Data Analysis and Findings

A. Training and Module Evaluation Questionnaire

The responses of training and module evaluation form for course participants for different aspects of training are shown below;

1. Establishment of Training Centres

97% course participants were satisfied with the location of training centres.

2. Facilities during the Module Teaching

The teachers’ response regarding the room width of classroom, provision of electricity, charts, photocopies of material, clean drinking water and the utilization of tape recorder was 97% affirmative.

98% teachers gave opinion that teaching methodology of Master Trainers was satisfactory.

3. Teachers’ Opinion about the Module (objectives, content and methods of module teaching)

The teachers response was 71% affirmative regarding the objectives, clearly stated, attainable, and overall met through the teaching of Master Trainers. Only 23% teachers disagreed regarding the objectives, clearly stated, attainable, and overall met. And only 06% teachers were undecided.

The teachers’ response was 87% affirmative regarding the content was relevant to topic, interesting, sufficient for achieving objectives. Only 06% teachers were disagreed and 07% teachers were undecided.

The teachers’ response was 91% affirmative regarding the application of different teaching methodology for module teaching and methods applied were child centred. Only 04% teachers’ opinion was negative and 04% teachers were undecided.

4. Evaluation of Course Participants

The teachers’ response was 76% positive regarding the teachers evaluation, evaluation of their knowledge by Master Trainers. And
they felt that less time was given for module teaching. Only 33% teachers said that time given for module teaching was enough and undecided teachers were 04% only.

5. Teachers' Opinion about the Instructional Activities
90% to 60% teachers viewed that they may prefer to apply following activities in the every session:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brainstorming</td>
<td>93%</td>
</tr>
<tr>
<td>KWL techniques</td>
<td>77%</td>
</tr>
<tr>
<td>Class discussion</td>
<td>77%</td>
</tr>
<tr>
<td>Worksheet</td>
<td>70%</td>
</tr>
<tr>
<td>Small group Discussion</td>
<td>67%</td>
</tr>
<tr>
<td>Question/answer</td>
<td>63%</td>
</tr>
</tbody>
</table>

67% to 43% teachers viewed that they may prefer to apply following activities regularly in the class.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pictures activities</td>
<td>67%</td>
</tr>
<tr>
<td>Charts</td>
<td>68%</td>
</tr>
<tr>
<td>Art activities</td>
<td>60%</td>
</tr>
<tr>
<td>Education games</td>
<td>50%</td>
</tr>
<tr>
<td>Dramatic role play</td>
<td>43%</td>
</tr>
<tr>
<td>Use of objects</td>
<td>43%</td>
</tr>
</tbody>
</table>

40% to 20% teachers viewed that they may prefer to apply following activities hardly ever in the class.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movies and stories</td>
<td>40%</td>
</tr>
<tr>
<td>Flash card activities</td>
<td>38%</td>
</tr>
<tr>
<td>Case studies</td>
<td>21%</td>
</tr>
</tbody>
</table>

B. Teachers Performance Checklist (observation during the classroom teaching)

The observation reveals that in:

Teacher Planning and Preparation
- 87% teachers did not make lesson plans, which may cover the sufficient amount of content.
**Prepared Activities**
- 77% teachers were found not arranging small group discussions activity and only 23% arranged the activity.
- 83% teachers did not apply flash card, KWL, brainstorming, and educational games activities and only 17% applied them.
- 53% teachers did not use objects from environment and 47% were found using them.

**Required Resources for Teaching**
- 83% Teachers did not mention the required resources in lesson plan and did not prepare resources beforehand.

**Classroom Environment**
- 53% teachers place colourful charts on the walls. 47% teachers did not place charts related to topics covered.
- 70% teachers were found not placing charts related to topics covered.
- In 84% cases rooms were clean and only in 17% cases rooms were not clean.
- Acknowledge the students contribution to teaching
- 93% teachers praised the students in front of the class.
- 57% teachers did not praise the students privately and only 43% teachers praised the students.
- 77% teachers did not write any note in student's notebook.
- 83% teachers did not give any sticker in the student's notebook.

**Managed Students Behaviour in the Class**
- 73% teachers did not review classroom rules at the start of the lesson.
- 57% teachers did not praise students who follow the rules.
- 83% teachers made the misbehaving students to stand in the class.
- In 63% cases teachers were found Shouting at the students

**Seating Arrangement in the Class**
- In 65% cases teachers did not arrange discussions in the rows.
- 80% teachers did not held small discussions outside the class.
- 70% teachers did not held small discussions inside the class.
- 97% teachers did not arrange small group discussions as per student choice.
**Teachers' Instructions**

- 78% teachers were not good in subject matter they taught.
- 83% teachers were not able to sequence of activities from simple to difficult.
- 57% teachers did not assign task to students on time
- 56% teachers did not communicate the purpose of lesson.
- 87% teachers did not give the clear directions to students.
- 73% teachers did not ask higher order questions.
- In 83% cases teachers did not show development of topic for the use of chalkboard.
- 83% teachers writing were visible on the chalkboard.
- 67% teachers did not provide relevant activates as well as not make sure students participation.
- 73% teachers did not make sure to enrich student knowledge of the content.
- 73% teachers did not communicate the assessment criteria to students.
- In 60% teachers provided summary of key points of the lesson.

**Evaluation of Students Work**

- 80 % teachers observe students work in class by moving round
- 93 % teachers asked for response from the students verbally
- 57 % teachers did not ask student to come and write answer on the chalkboard

**C. Perceptions of Master Trainers, School Support Trainers and Head Teachers**

Opinion reveals that:

1. 20 % to 40 % teachers were motivated for the training.
2. Most of the primary school teachers were lacking content knowledge.
3. Primary school teachers want more time and emphasis on the academic module teaching, which they feel, is more helpful in teaching.
4. 40 % to 50 % teachers show concern in their professional improvement in the training phase. But in the field ratio is dropped and only 10% to 20 % teachers are practicing their training in the school system. This is due to shortage of resources, over crowded classrooms, lack of coordination between administrators and teachers, frequent transfers of teachers, out of schedule/ turn admissions and no encouragement from either side.
Most of the schools of rural side see closure, because strength of teachers is short there and when teachers remain engaged in the training, schools obviously suffer. Schools where training centres are established are also closed due to shortage of rooms in rural areas.

There is the lack of coordination between UEI Consortium and member institutions and between UEI and ESRA management.

Attitude of school administrators towards trained teachers is not encouraging and they do not cooperate with UEI Consortium and ESRA programme officials.

In every training centre located in different sub-divisions, different teaching methodologies are applied.

The professional development programme for administrators is not supporting the professional development programme for primary school teachers in terms of topics of modules, field support assistance and variation in the training strategy because different UEI member institutes conducting two different programmes in one district. Hence there is coordination and awareness gap between the teachers and administrators, which is the main hurdle in the application of training programme in the field schools.

The Head Teachers and management feel that the teaching methodology of trained teachers is not applicable in the present prevalent school system in the province of Sindh. Through this methodology teachers cannot complete course within academic year. The engagement of the teachers in the training programme for four months is causing academic loss of students and schools as a whole have to suffer great loss. This training period is damaging whole teaching and learning process.

School Support Teachers found that they are supporting only the course participants in the classroom. In the field the ratio of School Support Trainers is limited and is not in accordance with the total population of the trained teachers. This support is on the basis of individual and one by one relation. Therefore after the discontinuity of the support for the ten weeks period, trained teachers feel that the school administration or management do not support them.

Teachers' whole concentration remains towards training and completing training assignments they fail to fulfill their responsibilities at schools and they prefer absenteeism from the duties.

In the training programme for primary school teachers, Primary school teachers are getting support from School Support Trainers in the classroom. But on the other side in the similar training
programme for administrators, they are not being given field support and follow up. As a consequence the administrative structure of education such as EDO, DDOs, Supervisors and Head Teachers are failed to work according to the actual motive of school improvement programme.

Conclusions

The information collected through all the sources was compared, analysed and synthesised, which present composite picture as under:

1. Lot of efforts has been made in the training to shift the teaching methodology from teacher centred to child centred. On the individual basis 20% to 30% teachers have been benefited from the training and their training methodology as well as their traditional attitude has been changed. But in the schools most of teachers are practicing the teacher-centred methodology instead of student-centered methodology.

2. Physical conditions of the schools have been improved in the urban areas and there is seen revival of healthy activities of the past. But absenteeism, lack of discipline among teachers, neglect of duty was evident during the training in rural and urban areas. Same factors were common during the training programmes in Africa; “Absenteeism, neglect of duty, and lack of discipline among teachers in Africa, all of which contribute to lack of discipline, Absenteeism, and repetition among pupils” Coombe (1997).

3. ESRA team has not provided any supporting structure to the public sector in order to support the trained teachers to apply the newly learned knowledge of activity based learning in the schools. This may result in the wastage of training skills of teachers in the future.

4. The ESRA and UEI Consortium have not developed monitoring and evaluation system for the school improvement programme. Field support evaluation system has been designed only for the teachers for the training phase and the administrators have been neglected in this concern.

5. Head Teachers' role in the whole schooling system is very strong. They are involved in policy making, decision-making, financial management of the schools. They also have a duty to guide teachers in the curriculum and instructional methodology. Hence it is necessary that they should be given equal importance in all training phases otherwise training programme will fail to fulfill its very basic motive. It is found that training cycle for administrators were consists of (4+2+4) weeks but it was not fully practiced. Schedule of module learning was practiced but two weeks field
support was not given to administrators and they were not equipped to monitor, guide and supervise academic activities in the schools.

6. ESRA programme has provided a well-trained force of Master Trainers, and School Support Trainers to schools. They can conduct workshops and mentoring programme to train other teachers. There are 228 Master Trainers and School Support Teachers in four districts of Sindh Province. In Hyderabad, there are 78 trained Master Trainers and School Support Teachers. But in this programme selection of Master Trainers and School Support Trainers were made mostly from different sections. Only 15, out of 78 (19.2 %), Master Trainers and School Support Trainers belong to primary schools. As a consequence most of the Master Trainers and School Support Trainers will not be able to facilitate primary school teachers in future at permanent basis after the end of ESRA programme. Table 4 shows the cadre wise position of MTs and SSTs.

<table>
<thead>
<tr>
<th>Cadre</th>
<th>MTs</th>
<th>SSTs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>HST</td>
<td>15</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>JST</td>
<td>01</td>
<td>06</td>
<td>07</td>
</tr>
<tr>
<td>PST</td>
<td>03</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Lect / SS</td>
<td>04</td>
<td>02</td>
<td>06</td>
</tr>
<tr>
<td>Fresh</td>
<td>11</td>
<td>06</td>
<td>17</td>
</tr>
<tr>
<td>Supervisor</td>
<td>-</td>
<td>04</td>
<td>04</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td><strong>44</strong></td>
<td><strong>78</strong></td>
</tr>
</tbody>
</table>

Source: Professional Development Programme for Teachers in Hyderabad District, UEI Consortium, Hyd Unit

Coordination and awareness gap is seen among all stakeholders like Teachers, Supervisors, Head Teachers, ADOs, DDOs, and EDO etc. There is no combination between the modules teachers learn and the modules administrators learn. Teachers learn academic, behavioural module and professional skills. And administrators learn only professional knowledge. Administrators have no knowledge about the child-centred activities like KWL technique, brainstorming and educational games etc. Therefore administrators are not aware of these techniques and they show totally indifferent attitude towards teaching through new techniques.

Suggested Measures for Future Strategy
At the end of training programme UEI Consortium authorities should select one competent teacher from the every boys and girls schools of Hyderabad
District on the basis of the performance record of trained teachers. They should be given additional training as a mentor so that they may train other teachers in their respective schools.

For the sustainability of the training programme of ESRA in the future, Learning Coordinating Board (LCB) should be establishing at the union council level. Responsibilities of the board should be, to monitor the working of trained teachers in the schools, hold workshops, and arrange resources for the schools. For the discussion and solution of the different problems of the trained teachers and the schools, meeting of the board may be hold once or twice a month. Members of the board may be selected among the most competent teachers of each school of UC, supervisors of the schools, two experts from the local teacher training institutes, and from the Head Teachers. Board should function under the ADO sub-division.

There is the need of establishing resource centres. Though in the design of the programme it was mentioned that resource centres would be established yet they did not establish. Resource centres may be established in model primary school of Union council. It may be connected with main resource centre of Sub-division level and then with district level. It can be managed with the help of district govt and school-community partnership.

Before ending the ESRA programme in the whole school system at primary level, ESRA authorities should establish monitoring and evaluation system at district level to supervise the teaching learning activities at regular basis. Behavioural change in the teachers can be brought through continuous evaluation. There should be practising mechanism in the field. It should be developed by the collaborative efforts by the UEI Consortium and ESRA programme authorities.

Educational management and information system at provincial as well as at district level is necessary to provide proper data and information regarding the total number of teachers and schools in the province and district.

For whole school improvement, it is important that teachers and administrators should be included in all training phases. There should be follow up support for both to implement the training practices effectively.

The process of selection of Master Trainers, School Support Trainers should be transparent and teachers who possess working experience in concern field and level be given preference. For the strengthening of existing training
institutes such as Govt Elementary Colleges of Education, Education Departments of Universities of Sindh. The services of young faculty members are needed to be acquired so that they may also gain experience and awareness from various development programmes and projects of education. At the policy and planning level they should be given preference in all programmes related to education sector.

First reporting authority status should be given to Head Teachers. Because they can get implemented training practices in the schools effectively. They can evaluate teachers better. The role of Head Teachers must be defined in terms of separate cadre of head teachers in primary schools. Head Teachers should be given prominent role in all affairs of the school such as allocation of funds, powers to maintain all activities related to teaching and learning, appointment of the Head Teachers should be through Public Service Commission.

In the Hyderabad District Education office there are 48 posts of Supervisors, 08 Learning Coordinating Officers (LCOs) and numbers of Resource Persons (RPs,) which are working on own scale. This human resource should be utilised as a school support coordinators. They should be given the responsibilities of maintaining the academic activities according to the new learned strategies through the training programme. Those government teachers who are working, as Master Trainers and School Support Trainers in ESRA project should be assigned school support coordinating work on permanent basis so that their skills of mentoring and supporting could be utilised for the strengthening of school improvement programme.

Curriculum and practice teaching methodology of pre-service training programmes such as PTC, CT, and B.Ed. should be revised that will also support the new techniques of teaching.

ESRA should provide support to research institutes for continues research work to enhance quality of education and good schooling in accordance with the future need of province.

End Remarks
To reform the education sector, many programmes have been launched in Pakistan in the past. Though the programmes and plans were well designed and well funded yet they failed to achieve their objectives and ended at failure. The causes of the failure were disinterest, half hearted approach in implementation, undermining the inherited values of the programme and no invocation drill. In
case, previous pitfalls, shortcomings are not remedied, the same sequence will follow resulting into complete failure of the programme.

REFERENCES


PERSONALITIES

BEGUM RAA'NA LIAQUAT ALI KHAN
The first woman Chancellor of the universities of Sindh

By
Dr. Mahmudur Rahman

It was on December 11, 1978 that the United Nations General Assembly gathered in the New York to honour the recipients of the Human Rights Award. A 73-year-old Muslim lady from Pakistan was also present to receive the most prestigious prize of the world. As soon as she moved towards the splendid rostrum, her legs started trembling because of old age. On seeing this, the UN Secretary General, Dr. Kurt Waldheim all at once stood from his chair, came down the floor and took the arms of the lady to assist her in crossing the steps of the stage. In the meantime the voice of an officer was echoing in the elegant hall. His following words could be heard by the delegates from all over the world.

Raa’na Liaquat Ali, the leading Pakistan Women’s Rights activists, economist, educationist and diplomat, known not only to her countrymen, but throughout the world for the outstanding contribution in the field of human rights, has been selected to receive the Human Rights Award, in accordance with the General Assembly Resolution of 19th December, 1966. She has dedicated her whole life to the welfare of the people of her country, and has made an equally outstanding contribution for the cause of humanity during her long term of office with ILO as an active member of the Committee Experts. We are gratified to welcome in this General Assembly Hall a noted educator and distinguished representative of her country who is known and admired throughout the world.

The woman who received the most precious recognition was the wife of the first Prime Minister of Pakistan, Nawabzada Liaquat Ali Khan. She was also the first lady who along with her husband called on the Quaid-i-Azam in London in May, 1933 and stressed the need for his return to India to lead the Muslims of the subcontinent. She was so much interested in seeing the Quaid-i-Azam’s return to India that she impulsively said:

“Come back at once. The women will be with you. I promise you.”

* The writer is serving as Incharge, Official Language Project in AIOU, and even supervising periodicals of this institution.
In response to her request, the great leader of the Muslim world proclaimed:

"If you tell me I am needed, I will sell my legal practice and come."

Eventually the Quaid came to steer the ship of Muslim Ummah, and thus struggled to establish separate homeland for them.

Begum Raa'na Liaquat Ali was born on February 13, 1905 at Almorah (India). She originally belonged to a Hindu Pant family, regarded as high caste Brahmins. The family had a tradition of learning but only for the male members. Her grandfather had adopted Christianity as his religion. Thus she was fortunate to take advantage of the education facilities available in the Christian families.

She first studied in Wellesley Girls School, Naine Tal. After matriculation she joined Thoburn College, Lucknow and obtained her B.A. degree. Then she took admission in Lucknow University. Economics and Sociology were her main subjects. She happened to be the only girls student in her class in the early thirties. In her studies she was brilliant. For her Master’s she wrote a thesis entitled The Women labours in agriculture in the United Provinces. The topic, being first of its kind in India was considered as A ONE and Ms. Raa’na secured first position in the whole University of Lucknow. Afterwards, she proceeded to Calcutta and joined Diocesan College for Teacher’s Training Course. She stood first in the B.T exam, held in the province of Bengal.

She started her career as a teacher in Gokhla Memorial School, Calcutta. After sometime, she came to Delhi and was appointed as Lecturer in Economics in Girls College.

She was a girl of exceptional beauty, charm and wit. Liaquat Ali Khan was highly impressed with her manifold qualities and ultimately proposed her to become his lady. She accepted the offer and in December 1932, she resigned from the college. The marriage took place on April 16, 1933. Before the Nikah ceremony, she had formally adopted Islam as her religion, and by this way Miss Pant became Begum Raa’na Liaquat Ali Khan.

Throughout her matrimonial life, she chose to remain a house-wife and caring mother of her children. Through this way she had played a role of a true companion of Nawabzada Sahib and helped him a lot to meet the increasing demands of the national politics.
After partition she came to Karachi to be called as the wife of the first Prime Minister of Pakistan. But she never preferred to remain in the sophisticated environments of the PM House. Rather she came out of the richly apartment to serve millions of Muslim refugees coming from India in a condition of extreme misery. She passed her whole time in tending the sick, visiting Mohajir camps, organizing transport for the caravan coming from other side of the country and touring at chilly night to distribute clothes, food and blankets to those who were scattered all over the streets – shelterless and homeless.

It was because of her ambitions and efforts that during those days of trials and tribulation, Pakistan Women Volunteer Service, Pakistan Women National Guard and Pakistan Women Naval Reserve were set up in Karachi. Through these organizations great stress was laid on nursing, first aid, civil defense and physical drilling.

On February 22, 1949, Begum Raa’na Liaquat Ali Khan convened an All Pakistan Women’s Conference at Prime Minister’s residence, Karachi, where she vehemently declared:

*We have associated ourselves together to fight the evils of ignorance, poverty and disease so that the land which belongs to all of us and our children, may become a happier, healthier and better place.*

Begum Raa’na Liaquat Ali Khan was the first Muslim lady who was designated as ambassador in Holland in September, 1954 where she represented Pakistan till 1961. Then she served as ambassador in Italy and Tunisia till 1966. She was also destined to be the first woman Governor of Sindh in 1973, the post she held upto 1976. *Thus she was the first Pakistani woman to be designated as Chancellor of the universities of Karachi and Sindh.* Moreover, Begum Raa’na was associated with a number of social, cultural and educational organizations.

The name of Begum Raa’na Liaquat Ali Khan will go down in the history of Pakistan for her prestigious contributions towards the cause of women rights in particular and the human right in general. This well-known personality of Pakistan passed away at Karachi on June, 13, 1990 at the age of 85, leaving behind a record of splendid achievements.
BOOK REVIEW

DIMENSIONS OF DISTANCE EDUCATION

Title: Dimension of Distance Education
Author: Sadaf Noor
Pages: 211
Price: Rs.100/-
Printer: Nadeem Younus Printers, Lahore
Stockist: Rahman Stationeries and Book Sellers, University Chowk, Bahawalpur.

We may not be unaware that in Germany, the parents never impel upon their children to get education as per the wishes of the elders. Rather the tiny tots are always given a free hand in their selection of discipline and allowed to get education according to their own choice. If a baby likes to make abrupt paintings on the paper, he should not be compelled to become an engineer or a physician.

This very old concept of German people laid the foundation of distance education, wherein the choice of the taught are valued and the individuals have the opportunities to learn according to their needs, requirements and even mental inclination. This education system helps the students to act intelligently for self development and the development of the society and the country as a whole.

This very fact cannot be denied that in the modern age, distance education system has gained much importance and the people all over the world are swinging swiftly to this system of education. Even Allama Iqbal Open University (AIOU) has become so popular among the masses of Pakistan that despite presence of a number of universities based on formal way of education, AIOU's enrolment surpasses all of them – about 7,00,000 (seven lacs) per semester.

Keeping in view the significance of distance education, the learned author has penned down this book under the title Dimensions of Distance Education. In the 211–pages dissertation, Ms. Sadaf Noor deals with the various aspects of this non-formal system of education, and very logically, efficiently and aptly highlights the virtues hidden in this way of imparting education. Her approach to the theme is systematic and the style of writing is convincing.

The reviewer wishes the book of Sadaf Noor will be read wisely and those attached to the education department will utilize it as a source material. Even it is hoped, the author would render her book under review into Urdu language for the benefit of common people. And we all know, she has a command even on this national language.

Dr. Mahmudur Rahman