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EDITORIAL

QUEST FOR KNOWLEDGE

In Lahore, the renowned city,
Amidst a family – noble, refined;
A babe was born in surrounding mirth,
Having good body with a sound mind!

While he was in lap of his mam,
Misfortune emerged as a devil;
Being engulfed with haunting typhoid,
This very lad severely fell ill!

All efforts for restoring his health,
And to save the life of tiny tot;
Did succeed – but bolt from blue,
Both his eyes were totally lost!

Now world for him was darkened one,
And the roses without colour;
Light of moon now looked worthless,
Being blind, he had to suffer!

But the boy happened to be bold,
Didn’t he loose courage to rise;
He lit in heart a lamp with blaze,
To give the world a unique surprise!
Though handicapped, he got education,
From the Primary upto M.A;
Yet intends to go ahead,
Rays of his hope do not decay!

Doing his M.Phil from AIOU,
He has given a lesson to all;
God has blessed the blind with passion,
Despite handicap to cross the “Wall”!

Dr. Mahmudur Rahman
Editor
VULNERABILITY OF APPRECIATIVE INQUIRY (AI) IN COLLABORATIVE OPEN AND DISTANCE LEARNING (AICODL) FOR ACHIEVING DEVELOPMENTAL GOALS

By

Dr. Muhammad Zafar Iqbal

Abstract
The paper postulates that open learning approach is not self-sufficient in itself unless it appreciatively and positively shares the programme development and implementation with other stakeholders. The concept assumes that development is essentially about systematic, open and deliberate application of appropriate policies and utilization of resources. AICODL may feature consensus building through which learners may develop skills in collaborating with other colleagues. AICODL is a ragbag of ideas, and procedures for distance and open learning. The paper presents the impact analysis of experiments like that of the PANdora Project of IDRC (2005-2008), Appreciative Inquiry works of Chandi Parsaad Chapagain (2004), and World Bank’s initiative of “sharing knowledge to achieve development goals”. The paper concludes that impact of collaboration of one additional primary stakeholder (AICODL-1) increases the achievement level of development goal by approximately 7.63 % and for one secondary level collaboration (AICODL-2) is by 5.39%, AICODL may properly be tested as an operative model at national/international level, and ODL can not deliver properly as separate entity or as in isolated entrepreneur associated with endeavour of all stakeholders for the developmental goals. The paper recommends that, AICODL initiative may prove an effective way of sharing of needs and coordination of efforts.

Preamble
In recent decades the vocational trainers have initiated Partnership in Development and Rights-based Development and many other partners like, banks, educational institutions, media, NGOs, international organizations, industry and professional organizations. It is a practice that involves the local institutions as partners to mitigate their problems through participated technique. In a more concise form this schemata for achieving developmental goals and attempts to capture broader scenario

* The author of this article is working as Dean, Faculty of Education, AIOU, Islamabad.
of the development may be actively utilized for ODL system, particularly in the case of women and rural setups. Collaborative learning may be defined as “a situation in which people learn or attempt to learn something together”. [3]

The main limitations of open distance learning uptill this day of 21st century are separation of teacher and learner in space and/or time [8], absence of appreciative inquiry; the violation control of learning by student rather than distant instructor and/or institution [6], noncontiguous communication between student and teacher mediated by print media [4], mediating distance teaching with local collaboration through face-to-face interaction [11] and sharing of experiences, information and expertise with one another [13]. The ODL cannot deliver properly as separate entity or as an isolated entrepreneur until and unless associated with endeavour of all stakeholders for the developmental goals particularly to embrace the changing scenario of development.

The experience of PANdora Project of IDRCC (2005-2006) has given an operative position to ICT-based independent and blended collaborative ODL models for achieving the developmental goals in Asian Countries. [1]. The impact analysis of experiments like that Appreciative Inquiry Woks of Chandi Parshad Chapagain (2004) [9], CCCDA (Child Centered Community Development Approach) and World Bank’s initiative of “sharing knowledge to achieve development goals” [12], and it provides a workable model for AICODL.

The Appreciative Inquiry (AI) may briefly be described as co-revolutionary search for the best in the people, their organization and the relevant world around them. AI involves the arduous task of intervention to speed-up imagination and innovation instead of negation, criticism and spiraling diagnosis: discovery, dream, design, destiny. AI seeks, fundamentally, to build a constructive union between a whole people and the massive entirety of what people talk about as past and present capacities: achievements, assets, unexplored potentials, innovations, strengths, elevated thoughts, opportunities, benchmarks, high point moments, lived values, traditions, strategic competencies, stories, expressions of wisdom, insights into the deeper corporate spirits or soul, and visions of valued and possible futures [2]. The unique feature of the Appreciative Inquiry approach is its commitment to seeking and drawing upon the root causes of success rather than those contributing to failure. It makes people more inquisitive, and more intensely interested in open distance learning more about how to use their intrinsic and instrumental power. Appreciative Inquiry, a shift from problem-focus interactions, when properly structured is far more than a public relations, or ‘feel good’ approach and it simply follows the 4-‘D’ cycle, given below. [2]
The distance education system like every system, is still stuck to the problem solving approach commencing with the identification of problems without taking into consideration any alternative options. Problem-solving approach cannot capacitate the ODL learners until Appreciative Inquiry is linked with it. Problem oriented approach is closed, deficit and expert-fed approach whereas Appreciative Inquiry Open Collaborative Distance Learning (AIOCDL) approach is open, collaborative, visionary and sharing based that can easily transfer the learning package to the individuals to enhance their capacity and consort towards their sustainable 5 dimensional development, e.g., instead of starting from “what does not work” or “what is wrong” or “whose fault is it”, AIOCDL starts from “what works” or “what are the other possibilities” or “what can we do” or “let us collaborate, unite and act towards the development of individuals, organizations, society and systems to achieve the developmental goals”.

System with noble human values, attitude, styles, skills, capabilities, etc., to achieve the MDGs through inter-subjectivity mediated development is possible through AICODL approach for the development of individual, organizations, society, country and South Asian region of the globe [10]. AICODL initiative may prove an attempt beneath effective sharing of needs and coordination of efforts of various key players endeavoring for achieving the developmental goals.
Assumption
The study postulates that open learning approach is not self-sufficient in itself unless it appreciatively and positively shares the programme development and “delivery of goods” with other stakeholders like CBOS, NGOs, employers, trade associations, industry, informal organizations, media, learners association, farmers, etc. in form of consortium in order to achieve the development goals of individuals, society, region and country. Let the stakeholders unite and act for capacity building of outreach semi-skilled and skilled workers who have been, since ages, facing problems of livelihood inherited from their ancestors. The concept assumes that development is essentially about systematic, open and deliberate application of appropriate policies and utilization of resources for raising the material and moral standard and well-being of people for self-discipline and self-emancipation. AICODL may feature consensus building through which learners may develop skills in collaborating with other colleagues and cooperating with divers individual. Such skills are increasingly needed in indigenous workplaces. AICODL is a ragbag of ideas and procedures accompanied by hope for distance and open learning.

Objective
The aim of this research crystallizes from the need to develop an environment of Open Distance Learning associated with Appreciative Inquiry which could be applied outside the arena of ODL institution only but seeking the collaboration of relevant stakeholders particularly those of the learners associations. The objectives followed naturally: To facilitate several forms of the collaboration for developing the open distance learner in vocational training. To provide a deep motivation through Appreciative Inquiry grounded in domain expertise of professional skills which may produce an immersive pedagogical environment for adult learners. To measure the enhancement in the achievement of five types of developmental goals of learners with addition of each collaborator in Open Distance Vocational Training.

Hypothesis
The study is based on the assumption that human resources having appreciative/positive attitude and behaviour towards personal and societal development through learning are more capable of achieving developmental goals than the one with negative approaches/trades.

The study intends to justify that open distance learning coupled with the 4-D cycle of the Appreciative Inquiry is helpful in achieving the enhanced degree of five types of developmental goals, if done in collaboration with the different stakeholders.
Methodology

Four groups of each of the three kinds of the sample were targeted each for three months duration. Total experimental cycle for all four parallel groups was of one year duration. The project sought Appreciative Inquiry, Collaboration and Developmental Goals as central pedagogical principle for constructivist paradigms of learning and accepted that any vocational training should start from this base. [5][7]. Collaboration gives learners real life experiences of learning in a group, learning from others and contributing their own understanding about developing their vocational skills and enhancing five categories of developmental goals. The experiment accepted the basic premise that adult learners are encouraged to accept for their contributions to the vocational learning process which should lead to improve personal development.

Delimitation of Developmental Goals

The developmental goals were limited to the following five dimensions for the purpose of this experiment.

1. **Social Development** relating to social system, family, religion, culture, norms, beliefs, morals, kinship relations, security, politics, equity, justice, simplicity, gender traditions, recreation, truthfulness, etc.

2. **Human Development** relating to knowledge, vocational skills and training, attitude, behaviour, education, health, and employment including self-employment.

3. **Economic/Financial Development** relating to enhancement in income, money, property, well being, food sufficiency, business, productivity, and time management.

4. **Natural/Environmental Development** relating to conservation and utilization of natural resources, protection of environment, and utilization of land, water, electricity, gas, etc.

5. **Physical/Technological Development** relating to buildings, vehicles, machines, roads, transportations and other emerging communication technologies.

Sample

For this purpose, 04 groups of three kinds of the clientele vis-à-vis taxi drivers of Rawalpindi and Islamabad, farmers of 04 adjacent villages (Mauzas) of Khanewal district, and rural women of D. I. Khan earning their livelihood through embroidery work. A target of 120 (04 groups each of 30) was taken as sample for each of three kinds. Need assessment and identification of target sample was made with the help of CBOs, NGOs and respective associations (taxi driver
unions, farmers associations, and rural women associations), Nazims and councilors.

Package Development

Package was specially developed by the project team Orgone International (an organization working in action research in ODL). It consisted of primers for literacy, three Rs, audio cassettes recorded in locally spoken language, flip charts, handouts, models, charts, pictures, and practical exercises. It contained the lessons on Child Care, Population Education, Sanitation, First Aid, Family, Health, and Environment.

Treatment

Three tutors were trained from three sites of the project for providing literacy using specially developed literacy package. They were specifically trained in Androgogy using Appreciative Inquiry. Tutoring was given for 140 hours in 03 months based on flexibility of timings as suitable to learners in a centrally located place in the area of group for each of four of all categories. First three badges on the three sites (A-0, B-0 and C-0) were made only literate and at the end of 03 months cycle the level of five types of developmental goals was measured on 10-point indicators criteria for each type of the developmental goals. This was treated as base-line achievement. For 2\textsuperscript{nd}, 3\textsuperscript{rd} and 4\textsuperscript{th} cycle of each group one collaborator was added and curriculum was also enhanced accordingly as indicated in Table # 1 and Table # 2. The achievement of developmental goals was measured for each cycle for each group.

<table>
<thead>
<tr>
<th>Group Name</th>
<th>Group No.</th>
<th>Treatment</th>
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<tbody>
<tr>
<td>Taxi Drivers</td>
<td>A-0</td>
<td>Literacy Package</td>
</tr>
<tr>
<td></td>
<td>A-1</td>
<td>Literacy Package + AICODL-1</td>
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<tr>
<td></td>
<td>A-2</td>
<td>Literacy Package + AICODL-1 + AICODL-2</td>
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<tr>
<td></td>
<td>A-3</td>
<td>Literacy Package + AICODL-1 + AICODL-2 + AICODL-3</td>
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<tr>
<td></td>
<td>B-0</td>
<td>Literacy Package</td>
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<tr>
<td></td>
<td>B-1</td>
<td>Literacy Package + AICODL-1</td>
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<td></td>
<td>B-2</td>
<td>Literacy Package + AICODL-1 + AICODL-2</td>
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<td></td>
<td>B-3</td>
<td>Literacy Package + AICODL-1 + AICODL-2 + AICODL-3</td>
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<tr>
<td>Rural Women</td>
<td>C-0</td>
<td>Literacy Package</td>
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<tr>
<td></td>
<td>C-1</td>
<td>Literacy Package + AICODL-1</td>
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<td></td>
<td>C-2</td>
<td>Literacy Package + AICODL-1 + AICODL-2</td>
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<td></td>
<td>C-3</td>
<td>Literacy Package + AICODL-1 + AICODL-2 + AICODL-3</td>
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<tr>
<td>Ministry</td>
<td>Institution</td>
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<td>Technology</td>
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<td>IT Package</td>
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**Table No. 2**

Showing the Sample of Study Group Dynamics and Interventions
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<th><strong>Life Skills</strong></th>
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<tr>
<td>3</td>
<td>Farmers (C-0, C-1, C-2, C-3)</td>
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<tr>
<td></td>
<td>- Illiterate</td>
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<td></td>
<td>- Cultivating others’ land</td>
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<td></td>
<td>- Land (landless farmers) less than 15-20 acres</td>
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<td></td>
<td>- Family size 6-8</td>
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<td></td>
<td>- No other sources of income</td>
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<td></td>
<td>- At least 02 family members involved in farming</td>
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<td></td>
<td>- Having cattle 4-5</td>
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<td></td>
<td>- Literacy Package and Primers</td>
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<td>- Procedures of taking and refunding the loan (C-1)</td>
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<td>- Agricultural credit</td>
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<td>- Book keeping</td>
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<td>- Better yields (C-1, C-3)</td>
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<td>- Fertilizers and seeds</td>
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<td>- Types of soils</td>
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<td></td>
<td>- Livestock management and disease</td>
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<td>- Life Skills (C-1, C-3)</td>
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<td></td>
<td>- Crisis management</td>
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<td></td>
<td>- Orgone International</td>
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<td></td>
<td>- ODL system consisting of trained tutor using literacy package</td>
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<td>- PARC*</td>
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<td></td>
<td>- Agricultural officers</td>
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<td></td>
<td>- Veterinary doctors</td>
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<td>- Nazis</td>
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<td>- Farmers Association</td>
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<td>- (Organized for Experiments)</td>
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<td>- Credit by Local Banks on the surety of Orgone International</td>
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<td>- Naya Savera (Seller of Pesticides)</td>
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<td></td>
<td>- Fertilizers sellers</td>
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<td>- Agricultural Officers of Radio</td>
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<td>- Pakistan Multan</td>
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<td>- Programme “Kisan Bhaion Ke Liye”***</td>
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<td></td>
<td>- TV (Meteorology Department)</td>
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* Pakistan Agricultural Research Council
** Programme for Agriculturalists
Data Analysis

Data was analyzed using percentage gain of developmental goals along with calculating the impact size of each collaborator for three groups separately along with the aggregate. The following is the fundamental formula which was used to find out impact size, in this study:

\[ I^s = \frac{M_c - M_e}{S_c} \]

In this formula, M is Mean and S is Standard Deviation. An impact size of 1.0 indicated an increase of one standard deviation. Impact sizes are often expressed as percentiles of percentage improvement to help with interpretation of what particular impact size means. For example, an impact size of 1.0 indicates that 845 of the treatment group performed better than subjects in the baseline group (Groups A-0, B-0, and C-0 in this study) which scored at the mean.

Table No. 3 indicates that there is 7.63% increase in the overall achievement of developmental goals with the manipulation of primary collaboration (AIOCDL-1) and 5.39% increase in the achievement of developmental goals for every additional collaborator. The increase in economic/financial developmental goals came to be maximum almost in all of the three groups. However, deviations were observed in case of human developmental goals particularly in case of farmers. The achievement for rural women group came to be maximum (7.806% and 6.53%) for primary and secondary collaboration but it was maximum (5.78%) in case of taxi drivers for tertiary collaborator. The impact size for the achievement of developmental goals for primary collaborator is 0.43 while for each additional collaborator is 0.3 approximately. The impact size also remained maximum in case of rural women and minimum in case of farmers for tertiary collaborator, however, it remained minimum (0.23) in case of taxi drivers for secondary collaborator.

Limitations

1. There was separate group for each additional collaborator.
2. A score of extraneous variables may have distorted the findings.
3. Many of variables could not be controlled which could have effect on conclusion.

Conclusion

The study concludes that impact of collaboration of one additional primary stakeholder (AIOCDL-1) increases the achievement level of development goals by approximately 7.63%. The increase for one secondary level collaboration (AIOCDL-2) is approximately 5.39%. The paper further concludes that ODL can not deliver properly as separate entity or as in isolated entrepreneur until and
unless associated with endeavors of all stakeholders for the developmental goals particularly to embrace the changing scenario of development. It summarizes the building collaborative dialogue among main actors, technical architecture of AICODL system and the pedagogical implications of the suit. These relate to the diagnosis of learning needs, developing the learning package, execution, harnessing new technology, updating the learners’ skills, linkage with industry and successful maintenance of collaboration leading to sustainability and appreciative attitude of collaborating organs.

**Recommendations**

As a consequence, the study recommends that, AICODL initiative may prove an attempt to find the hope that lies beneath widespread implication of open learning and effective sharing of needs and coordination of efforts of various key players endeavoring for achieving developmental goals. It also emphasizes that AICODL may be properly tested as an operative model at national/international level. Hopefully it may prove a building block for achieving the developmental goals. The study may be extended to larger numbers and more number and types of groups in the second phase. ODL institutions may replicate study on larger populations and then make part of their system. The experiment may be conducted on longitudinal basis such that all the 12 groups may be given all the treatments and measuring the effect of achievement of developmental goals for each category for each treatment.
<table>
<thead>
<tr>
<th></th>
<th>0.29</th>
<th>0.31</th>
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<th>0.36</th>
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Additional Collaborator
Showing the Net Gain (Enhancement) in the Achievement of Developmental Goals and Impact Size of Each

Table No. 3
REFERENCES

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FREEDOM, TRUTH AND EDUCATION

By
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Dr. Wasim Qazi
Dr. Shams Hamid

Abstract

John Dewey has emphasized growth as the meaning and purpose of education. According to the views, education should result in individual’s growth and empowerment. On the other hand, traditional educational practices, based on the philosophy of idealism, are not conducive to individual’s growth. Dewey has criticized idealism for its negative role in education and for acting in a manner that is counterproductive to the individual growth.

There is an important contribution made by Nietzsche and Heidegger towards this issue. In view of these three thinkers the empowerment of individual directly implies a denial of the notion of absolute truth and an affirmation of freedom to create new values. Although Nietzsche and Heidegger haven’t said much on the topic of education in a direct manner, their implied and expressed philosophy of education is in line with Dewey’s efforts to strengthen the individual through education.

This paper brings to light the way in which the views of Nietzsche, Dewey and Heidegger have emphasized the empowerment of the individual through education.

Introduction

What Dewey has said in the chapter titled Science in the Course of Study in his book Democracy and Education, suggests that ideas should not be given priority over the actual course of experience in education. Children should not be first taught and then asked to verify concepts and theories through their experiences. Rather, they should be expected to formulate their ideas with the aid of their experience through following the process of inquiry. Thus, Dewey prefers the priority of experience to the theory and fixed concepts.¹

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The above statement is a strong critique on the traditional epistemological stance in Western philosophy that denies the importance of experience in the formation of knowledge, and maintains that it is attainable through reflection alone. It restricts the possibilities of affirming existence through experiential modes other than reflection and reason. Since the empowerment of individual results from the affirmation of various possibilities of existence, therefore, its denial results in the weakening of individual. Thus, Western philosophic tradition, whenever it denied existence, actually worked to weaken the individual and an educational philosophy based on this tradition does not allow an individual to grow to its full potential.

The western philosophic tradition, according to Heidegger, owes its origins to Plato. The Platonic philosophy, on the other hand, is a denial of Being in many respects. Nietzsche\(^2\) and Dewey had pointed towards these facts as well. Both of them criticized Plato in particular and Western philosophic tradition in general for presenting a philosophy that denies other ways of accessing Being through emphasizing only the privileged one.

Plato believes that ideas are the proper objects of knowledge. The ideas are eternal and never undergo any change. Thus, the real aim of education is to impose those ideals on the learner and to enhance the reflective ability and the use of reason in the learner so that he may become able to go beyond his experience of the things to comprehend the ideas, i.e., the truth. The aim of education is to prepare the learner for the knowledge of the metaphysical truth, the ideas. This preparation for the knowledge of truth or education involves a freedom from allegedly false modes of relating oneself with this world. It asks to liberate oneself from one's own possibility to relate oneself with this world. It does not allow an individual to affirm his own existence in full sphere.

Apparently, it seems that there is nothing wrong with Plato's concept of education. However, in fact, there are many wrongs involved therein. Although Plato is right in saying that ideas are the goal of knowledge, he undermines the primary role of human experience in the formation of ideas. The ideas are actually the products of human experience, whereas, for Plato, ideas are the causes behind the reality. For Plato, what we perceive in the world of senses is an effect caused by the ideas. Platonic epistemological belief that knowledge has nothing to do with the experience, denies the significance of one's concrete existence and its relationship with the world in
the formation of knowledge. It inverts the nature of human relationship with the world.

For Plato, whatever one looks at and perceives in this world, is an image of the pre-existing ideas. The objects that we perceive through our senses are nothing but the imperfect images of the ideas that exist in an ideal world. This ideal world is illumined by the idea of the absolute goodness and the objects present in this ideal world are revealed to reason alone. It is the highest idea and the absolute good that shines to illumine and differentiate the silhouettes in an otherwise chaotic reality. It differentiates one form from the other to create beings.

This epistemology requires a morality as well. Since, senses bring to us a knowledge that pertains to an ephemeral and inferior reality, therefore, this knowledge is not authentic. The real knowledge is about the ideas and not of the things. Thus, a real philosopher has to negate the importance of particular things in the world and to drag his attention from the existing world towards an ideal world that is illumined by the idea of moral good. Thus, a person who is in possession of the knowledge of ideas, is an ascetic moralist who has no interest in the existing particulars and who always thinks and acts for the universal reality. Those who live for this-worldly pleasure are ignorant and such people cannot enjoy the privilege of becoming the philosophers.

An ignorant person, according to Plato, believes that the things he perceives in this world through senses are real. He remains unaware of the truth that realities in the form of ideas exist and beyond the immediately present world of senses. An ignorant person thinks that the world of senses, the physical world, is the real world and there is nothing beyond senses and beyond the physical reality to know. In fact, for Plato, an ignorant person is unaware of the metaphysical causes of Being. Thus, the task of education is to take an ignorant person away from the world of senses through denying it and to make that person aware of the metaphysical world of ideas.

For Plato, it is only after liberating oneself from the common sense experience, from the world of senses, that one becomes able to grasp the truth in the form of ideas. Thus, Plato asks for a complete detachment from the world of senses and establishes a dividing line between the world of senses and the ideal world. The world of ideas is considered as the reality, which is knowable through reflection alone. Plato considers human beings, in their perfect form, as idle reflective beings. Plato denies a person the possibilities
to be in the world as a being involved in the activities of this world through senses. Plato’s epistemology is a denial of Being.

Nietzsche, Dewey and Heidegger have criticized Plato and his idealism. The message that we gather from their respective philosophies is that idealism is a philosophy that results in the weakening of the individuals. It compels an individual to follow the ideals that are out of his reach and contradicts individual’s existence and experience. An education that teaches idealism through its curriculum, actually teaches how to become weak. Nietzsche, Dewey and Heidegger have criticized the Western Philosophy for playing a role that is counterproductive to human development. In what follows their criticism is made explicit.

**Criticism on Western Philosophic Tradition**

**Dewey’s Criticism**

Dewey has criticized Plato and Descartes for disregarding the importance of experience in the formation of knowledge, and even for giving sole importance to the ideas and certainties, to be known through reflection alone. He has criticized the Greek philosophers for presenting an epistemologically erroneous view of reality. Since Greeks were freemen and did not have to participate in the production process; therefore, they simply neglected the importance of process and eulogized its outcome. This resulted in Greek idealism, which erroneously considered essences as the cause of existence, as *causa sui*.

On the other hand, Dewey thinks that ideas are the outcome of the experience of existing things, and contends that Greek philosophy inverted the order of things and considered the idea, the effect, as the cause of the existing things and thus committed a fallacy. It disregarded the actual course of experience in the formation of knowledge and misconceived the nature of knowledge itself. Moreover, for Dewey, platonic idealism is non-democratic since it holds that existing individual is not perfect and can be criticized for its choices by some authority with a better understanding of the essences of things. Thus, Plato gave authority to evaluate the work of an individual or a group, to an individual or a group, which possibly can exist outside of the working class and yet has the right of passing judgments on them. Thus, Plato had not given importance to concrete existence and his philosophy resulted in the subordination of individuality.

For Dewey, the ideas are not eternally valid. Even democratic ideals that are commonly shared by the community of individuals ought not to be
considered as the objects of worship. For him, democratic ideals have pragmatic value and they are not absolute. Thus, a value ought to be cherished in a society in so far as it helps the working of the majority of the people, has good practical consequences for the members and befits the existing conditions of the members of a society. On the other hand, the ideals that do not have above mentioned qualities should be abandoned.\(^6\)

Dewey says that concepts are necessary for communication because they have objective meanings shared by all. It is through effective communication that an individual shares the common means and ends with the other members of the society. According to Dewey, in communication a private experience is re-adapted and reconsidered to meet the needs of the conversation and is represented with the help of common concepts.\(^7\) This suggests that Dewey considers the use of language as metaphoric. For a re-adaptation and reconsideration of a new experience through concepts is metaphoric. Thus, it is only through a metaphoric use of language that an experience can be communicated. An experience, for its intelligibility and communication, requires metaphor. Thus, in this way knowledge progresses and people create a shared knowledge which is tested through experience and then valued. Since, this knowledge is generated in the majority class, which is obviously of workers. It has, therefore, a democratic character.

Dewey, in his essay titled, *My Pedagogical Creed*, points out the pace of change and its possible impact on education. He says:

"With the advent of democracy and modern industrial conditions, it is impossible to foretell definitely just what civilization will be twenty years from now. Hence, it is impossible to prepare the child for any precise set of conditions."\(^8\)

Can it be deduced from the above citation that for Dewey the maximum age of a truth is no more than twenty years? Dewey recognizes the fact that the pace of change is so rapid that no truth can be held as truth for longer than a certain period. In this condition no set of values and truths can be considered as stable. The life span of a truth is usually shorter than the life span of an individual. Thus, it seems quite futile to transmit value-added knowledge to the child. The individual himself is the value giver, for nobody knows what situation the next generation will find itself in. Thus, the task of education is the enhancement of individual’s natural capabilities like judgment, senses, and creativity. Whereas, knowledge can only be presented
to the learner as a body of information and it is the individual who is supposed to add values to this body of information after his own judgment. Dewey says:

... if our schools turn out their pupils in that attitude of mind which is conducive to good judgment in any department of affairs in which the pupils are placed, they have done more than if they sent out their pupils merely possessed of vast stores of information, or high degrees of skill in specialized branches. 9

Knowledge for Dewey is nothing but a plan of action. Knowledge is acquired through experience and it is meant to order and manage one's own experience. Knowledge for him is an instrument, which has its use in the practical situations. Once knowledge loses its value, it becomes redundant. Knowledge is neither absolute nor eternal. Thus, Dewey considered knowledge as a this-worldly thing amenable to the laws of decay, finitude and change. The knowledge and thought, for Dewey, are histories. 10

Nietzsche's Criticism

Nietzsche, in his twilight of idols, has criticized philosophers in general for the same reason for which Dewey had criticized them, i.e., for inverting the order in which things occur and for opposing change. The major fallacy of philosophy lies in the fact that philosophers oppose change and consider ideas that are the results of the experiences as the causes. 11 Nietzsche, in his book Birth of Tragedy, accused Socrates for poisoning the classical Greek civilization with the spiritual moral values that were counterproductive to life. Plato, in his republic, denied the importance of senses in learning. He asked for the exile of poets from his republic for the reason that they, through their imagination, gave an aesthetically knowable form to the ideas. On the other hand, for Plato, discursive reason alone can know these ideas. Plato knew about children's inability to learn abstract ideas. He also knew the fact that learning during childhood required poetry and music as concrete mediums. Plato, however, censored Greek poetry according to his spiritual moral values. And, these moral values actually were the poisonous things. Platonic spiritual morality is a hindrance in the growth and development of the individual.

Nietzsche considers truth as some thing individualistic and the objectivity in truth as a pragmatic necessity. For Nietzsche, absolute truth does not exist. Nietzsche, in his essay titled, On Truths and Lies in an Extra
Moral Sense, described the nature of human experience and truth. He described truth as a metaphor, which merely is an interpretation of the facts and has no necessary relationship with them. This suggests that there can be as many truths related to a fact as there are the numbers of interpretations of that fact. For him, the concepts are pragmatic necessities. In his Beyond Good and Evil, Nietzsche criticized Descartes by saying that the ‘I’ of the Cartesian cogito is nothing but a pragmatic construction that orders our experience and gives a sense of unity and continuity to it. On the other hand, Descartes based his notion of certainty in knowledge on the certainty of the existence of this ‘I’, which itself exists merely as a pragmatic construction. Thus, even the most certain fact, the so-called innate concept “I”, is a pragmatic construction. For Nietzsche, all concepts are metaphors created to falsify the reality. Conceptualization neglects all the differences while considering things coming under concepts as similar. Despite the fact that conceptualization actually falsifies the experienced reality, has even a pragmatic value for us. However, says Nietzsche, there is no way that one can know or communicate the- thing-in-itself and thus it always remains a mystery. What a person can do best is that he can interpret reality while using a new metaphor for it.

Nietzsche reiterated the notion of knowledge as a falsification of reality on many occasions. He cites many instances when one surely knows that such and such is not the case, but he believes it to be the case. In his Beyond Good and Evil, he responded to Kantian denial of the possibility of synthetic a-priori propositions. He says that we are compelled to hold a firm belief in their existence and possibility not because of a logical necessity, but for the reason that these judgments are required for our survival. Thus, Nietzsche considers even lies as the necessary condition for human existence. Tradition for him is a conventional way of telling lies. Everybody speaks lies, but social norm does not allow lying in a non-conventional manner and this he terms as the consensus on truth. For Nietzsche truth is a coin that has lost its embossment.

Heidegger’s Criticism

Heidegger, in his book Being and Time, criticized Descartes for considering universal reason that operates through establishing subject object dichotomy as the only way to know the truth. This reflective mood is completely detached from what Heidegger terms as average everyday existence. For Heidegger, Descartes did not consider the average every day existence and the ways in which it is related to its world and denied the possibilities of Being. On the other hand, average everyday existence is the
mode of existence that makes possible any specialized understanding of beings, including the purely reflective one. Heidegger has criticized the Western metaphysical tradition, which he termed as onto-theology for emphasizing on a particular way of looking at Being and denying any further possibilities of human relationship with it. In this way through the concealment of other possible ways of accessing Being, Western metaphysical tradition gradually sent Being itself into oblivion.

The forgetting of Being in Western philosophy owes its origin to Platonic notion of truth that gives essence a precedence over existence. Plato considered truth as a correspondence between idea and being. For Plato the world ought to be the image of an ideal. Plato’s emphasis on perfection is clearly wrong. Hence the world does not follow ideals all the time and experience tells us that reality denies established ideas and values. Being cannot always be comprehended through conventional notions; at times it eludes all the ideals and schemas available for its comprehension. The changing reality eludes all the available ideals and thus entails the conclusion that the world has no value and meaning. The quest for perfection results in a complete negation of Being.

Heidegger affirms Nietzsche’s thesis of empowering the individual. The individual through his will to power creates values. The individual through his will to power creates Being from the becoming. Individual through his will to power creates permanence in the ever changing flux. However, there is no eternal standard according to which an individual should create values. Individual will is the only standard.

**Individual Freedom and Culture**

From what Dewey, Nietzsche and Heidegger have said on the subject of truth, it can be derived that it is the individual who can properly understand and know his situation and give value to the reality. This freedom has direct consequences for culture. For, apparently it seems that it can harm culture and mutual existence, which, we will see is not the case and reality is quite contrary to the apprehension.

**Culture**

In one of his dialogues, Plato quoted Protagoras saying that Prometheus gave mankind culture to survive and fire to shape and fashion things to support life. Thus, Greek wisdom tells us that culture is the way of life, and it is only through traversing this path that we can live. The footsteps left by our forefathers are the footsteps of life. It is a path that is already
known to us; a path that we can always tread with ease. Our culture is important for our survival as specie. But, culture does not lie merely in following a set trend of life. It also involves the creation of new ways to live as additions to the various existing paths of life. This end cannot be achieved without abandoning the existing ways and choosing for oneself a new way of viewing things. In the following few paragraphs we will see how this tension between culture and individual freedom or society and individual is viewed by Dewey, Nietzsche and Heidegger and how they have resolved this situation.

Dewey on Culture and Individual Freedom
Dewey acknowledges the importance of community in the life of an individual and vice versa. He emphasizes a shared and cooperative mode of life. Dewey, while emphasizing the importance of education in his Democracy and education says that human species cannot live without transferring their culture which includes the habits of doing, thinking, and feeling from the older to the younger generations. Thus, Dewey agrees with the idea that culture is necessary for the survival of human beings as specie. However, the emphasis on socialization of a child according to set norms and traditions, does not contradict the idea that education should prepare a free individual who can judge, evaluate, know, and create with freedom. Dewey values growth, and growth precisely lies in finding new ways to tackle precarious and problematic situations. And, this new knowledge results from the modification of existing social and cultural habits.

Dewey, in his moral philosophy, exhorts individuals to follow their impulses and to find out novel ways to pursue their goals. It is the impulsive action that results in growth and formation of new habits. Human moral reasoning works to harmonize the contradictions involved in a situation to find a new way to deal with it. Thus, if one acts in a new way which is not habitual or customary, and finds good consequences of his actions, then, such a novel attitude helps in growth. For Dewey, growth is the greatest achievement for both individual and the society. Thus, for Dewey, culture evolves through making novel choices and following the creative course of action.

Nietzsche on Culture and Individual Freedom
Nietzsche, in his Zarathustra, differentiated between the good and the noble person. A good person is the one who follows the tradition and a noble person is the creative individual who creates new values. Thus, a good person always stands as an opponent to the noble person. For creation requires
freedom from existing ideals. For Nietzsche, the real aim of education is to prepare a creative individual. For Nietzsche human development is a result of failure of habits or instincts, or set traditions in dealing with the demanding situations. The development lies in consciously creating the new ways to deal with the precarious situations, although, Nietzsche considers consciousness as a recent invention which is still passing through the phase of trial and error. Thinking started when man faced danger and uncertainty. As a consequence, strive to reduce the uncertainty caused by the failure of instincts, begun. New knowledge was acquired and tested through experience. It is this knowledge that man encapsulated in culture. Culture is a code of knowledge that is necessary for the existence of a people. Thus, cultural understanding became a necessary aim of learning.

In the second essay of his genealogy of morals Nietzsche says that in the case of man, the real task that nature had, was to create a being capable of making promises. This possibility was actually exploited by the powerful class who developed a memory in their subjects to make their behavior predictable and cultivated their abilities in a direction, which was suitable for the interest of elite class. This memory is developed against a natural but opposite human capability of forgetting things. Since memory is likely to persist in the mind for long if it is of a painful event or incident, therefore, the society, according to Nietzsche, tamed man through using heinous punishments like crucifixion, amputation of limbs, etc. It is through coercion, says Nietzsche that man was made docile. In this way education and culture were conceived in the light of class antagonism and oppression. Thus, for Nietzsche, education, instead of producing creative people, became a tool of creating class differences. According to him, even in modern times, education serves the aims of industry and business and prepares individuals to serve these aims. On the other hand, the very goal of education is to enhance culture through finding new ways of being. Nietzsche says that education is not serving this end. Education is not making people cultured in a creative sense. According to his opinion, those who are striving for education would leave their strife for education if they come to know the fact that only a few people are really empowered by education. However, the present age is the age of individual freedom. Individual, for Nietzsche, is the latest creation and is the center of all values. Individual freedom is the only possible answer to nihilism. Thus, for Nietzsche, growth of a people is directly related to the growth of its individuals and individual growth and development is not counterproductive for culture.
Heidegger on Culture and Individual Freedom

Education is termed as *bildung* in German tradition. Heidegger considers education as *bildung*, which means the process of development of a learner according to a prototype and this prototype exists as a form that embodies cultural standards. However, this notion of *bildung* is not restricted to the acquisition of the extant culture alone; rather, it involves emancipation from convention and tradition at a later stage. Heidegger in his article titled, *Plato’s Doctrine of Truth*, affirms Platonic notion that education prepares the individuals for the knowledge of truth. However, Heidegger differs from Plato on the definition of truth. To prepare learners to see the truth as uncovered and unhidden and not as a conformity between fixed ideas and being, is the major aim of education. Since the meaning of truth as un-hidden or un-covered establishes its relationship with the Being itself, therefore, a person who pursues truth in this manner will have a strengthened relationship with Being. Thus, Heidegger’s account implies that truth is the goal of education and education ought to strengthen one’s relationship with Being.26

Truth has a basic relationship to freedom. It is only through acquiring freedom from tradition that a person can discover what was previously hidden for him. In his interpretation of the *cave allegory* and in his article on Plato’s doctrine of truth, Heidegger has considered the gradual emancipation of the cave dwellers and their acquaintance with the unhidden as a testimony to the intimate relationship between truth and freedom. The chains were the chains of convention and routine existence. The emancipation from these chains led the cave dwellers to the sphere of more unhidden. However, the process doesn’t stop at the discovery. The discovery is followed by an action. The perception of truth is followed by the strife to bring other cave dwellers under the light of the real.27

Freedom from tradition is a pre-requisite to experience the truth, for, tradition conceals things. A person who wants to see truth unhidden should not view things as he was accustomed to view them, that is, in the light of conventional theories and ideas, rather, he should try to see things as they show themselves, as they are. In this respect, Heidegger appears to be a revolutionary as compared to Dewey and Nietzsche who, owing to the pragmatic value of existing ideas and knowledge, do not ask to forgo them completely and ask to determine the value of the current interpretations of reality on a pragmatic ground. Thus, Heidegger, in the first instance, asks to abandon any sort of interpretation of reality and asks for a direct relationship with Being. Heidegger’s doctrine of truth, on the account that Heidegger does not initially allow any violence with Being in the form of interpretation of
Being in the light of ideas, appears as passive. This impression, however, is ambiguous, for, Heidegger appraises Nietzsche for his doctrine of will to power. And, will to power, in the first instance, is not a passive comprehension of Being. Will to power is an active involvement with Being and it is a transformation of Being.

Heidegger’s notion of Phenomenology is a going back towards the things themselves. This going back is a going back from theoretical and conventional explanations of the things, towards the things as they show themselves from themselves. This means that instead of interpreting things from a conventional point of view, we have to see them and then interpret them as they show themselves. For Heidegger, unlike Kant, intuitions are not blind without concepts. We can see things in an unorthodox manner. This undermining of concepts and the claim that an un-mediated knowledge of being is possible is a revolutionary idea.

Education for Heidegger should result in emancipation. It has the ability to transform an individual. The cave dwellers in Plato’s cave were viewing every thing in the light of ideas, but they did not actually know that fact. The things, of which the images were shown on the walls of the cave in the glow of fire, were Platonic ideals. Cave dwellers were viewing the shadows of those ideals. However, it was only after emancipating themselves from the chains that they realized what was happening to them. Then, they saw the ideas in the light of the highest idea of good. Then, they tried to liberate their friends, who still were in the cave. This effort completed their journey for the truth. And this also completed the education process.

**Education**

Nietzsche in his essay titled “Schopenhauer as a Teacher”, says that education has the task of bringing out the best from an individual. Education should result in the emancipation and awakening of individual’s abilities. Thus, education is meant to empower the individual, to raise a person to his full potential. All social, individual and cultural growth depends upon the extent to which education is capable of empowering the individual.

For Rousseau and Nietzsche, the major cause of individual’s weakening lies in the fact that individual learns to wish things that are beyond his prowess. For both of them there is an evil necessity involved in willing beyond ones power. Rousseau says:
‘The one whose needs surpass its strength, be it an elephant, a lion, a conqueror, a hero, is a weak being.’

Rousseau in his *Emile* suggests that if children are being persistently stopped from doing what they are doing themselves, then, they develop a habit of asking others to do things for them. They will ask their elders to do things for them that are not within their own power to achieve. They will develop a love for things they themselves are not able to get and become dependent on others for the fulfillment of their desires. This will ultimately lead them to weakness and disaster in their later life, for, no one is likely to do for them what their parents did for them in their childhood. This results in a great evil in the form of a deprived and weak individual who desires beyond his powers. Thus, Rousseau suggests that children should not be stopped from what they are doing unless it becomes utterly necessary. Thus, a child should never be made passive and a mere reactionary, a child’s activities are not to be suppressed.

For Nietzsche reactionary and passive souls are weak. In them the urge to perform activities is suppressed. On the other hand active people are strong individuals. He criticized reactionary attitudes in his Genealogy of Morals. He despised idealism as a creation of weakness. It is the weakness that results in the formation of after-worlds and other-worlds and in the denial of existing reality. Nietzsche finds that those who despise this world for a reward in the other world are weak people who have lost their hope in existence. Nietzsche thinks that punishment and reward were wrongly introduced into the scheme of things. Acts should not be done for rewards. Rather doing of an act should be its reward. Thus, Nietzsche, in a way thinks that intrinsic motivation to do something is harmed if a reward is offered for it. However, this excludes the appreciation that a child receives from its family or peers for doing something good. For Nietzsche, education should develop the abilities to see, to think, to read and to write. To see means to suspend judgment and to make a choice before response. Nietzsche criticized the negative use of stimulus and response in education. For him, instead of training children to respond to each and every stimulus, schools should train them to suspend their response and to wait till they select a proper stimulus to respond. Thus his criticism implies a criticism on behaviorism in education. Nietzsche considers individual as a necessity and does not want chance to overcome the individual. An individual can become a necessity only when he learns how to avoid chance through suspending judgment and through making proper choices. Those who respond to each and every stimulus are weak and have a likelihood of becoming a victim of chance.
Nietzsche and Rousseau advocate that a suppression of self-motivated activities in childhood results in the weakening of individual. Children should always be encouraged by their educators and teachers to perform activities, to remain active. Education should be activity based; it should not be based on the concept of passive learning. Thus, these thinkers, in a sense, present an anti-Platonic formula of education. Plato asks for the freedom from activity, senses and experience for the acquisition of truth, which, for him, is the true goal of education. On the other hand Nietzsche and Rousseau are asking for the freedom to experience the reality through any mode of experiencing the reality that is available at a person’s disposal. They are asking for the freedom to construct knowledge through one’s experience, on the other hand, Plato is asking to grasp it from a world that exists beyond one’s own world. For Nietzsche and Rousseau, to pursue knowledge that pertains to an ideal realm, necessarily results in the weakening of those human capabilities that are not involved in the effort. These abilities are senses, creativity and the power to judge and evaluate. Thus, idealism leaves a person less capable.

Dewey has created an educational philosophy that answers all the issues that emerged from the educational philosophy of idealism. Dewey’s educational scheme has all the ingredients that are necessary for it to be an individual empowerment plan. Dewey’s school is based on the principle of active learning in which students engage themselves in daily life professions of their own choice and from this concrete background their knowledge of formal disciplines springs. Dewey opposes the suppression of individual. He denies formal external discipline in his school, he stopped boring lectures and based learning on activities and actual experiences, he criticized rote memorization of dead information, he stopped value inculcation and he rejected traditional curriculum as a contradiction of the child’s concrete existence. Thus Dewey affirms the individual in all its possibilities in his school. In his school children have the best chances to become what they wanted to.

Dewey considers School as a social organization where children are provided with experiences that are conducive to their growth. Dewey’s school is a healthy community that evaluates learning outcomes and produced works on realistic standards. A truly democratic value system lurks behind this kind of organization in which the workers themselves are the evaluators. Traditional school was coercive in which the child’s experience was falsified by the curriculum and child’s concrete existence was falsified by an ideal of perfection. Traditional school was coercive for it was based on the philosophy
that existing child should convert itself into a mature person, and it tried to achieve this end through developing reflective abilities in a child through coercion. Child was compelled to follow the repressive discipline that was meant to stop the child from performing any activity and thus to make the child a passive object on which any prototype can be imprinted. Traditional school considered child as an object; it was based on the idea of mere objectification of the child through education. And, an education that considers a child as a mere object, a passive being, can never allow the growth of an individual by any means. Traditional education is a repression of individuality.

Reflection is necessary for learning. However, to compel a person to reflect through inflicting pain on him is not a good idea. Reflection occurs when a person finds himself in a problem, but to keep a person always in a problem just to teach him how to reflect is the worst way of doing it. Reflection for both Dewey and Heidegger has its basis in the common and natural mode of experience. Reflective attitude grows when a person, in his everyday concerns and engagements, finds that things are not going normally for him. Thus, in order to have things on a normal track a person reflects and tries to fix the problem. Traditional school, instead of manipulating the school environment intelligently to create a problematic situation out of some interesting activity, created and inflicted a persistent problem on the child in the form of a coercive discipline. This discipline denied children any sort of activity; it stopped them from physical movement, communication and from living normally. Thus, in this way it tried to make a child a mere reflective being that has no active participation in the life. It denied individual its essence, and the essence of individual is activity.

In traditional school teacher was portrayed as the sole authority and the learner was asked to sacrifice its individuality in front of the teacher. In fact a child’s concrete existence was contradicted in favor of an ideal of perfection. What a child has to do with externally imposed ideals and values? In his essays on School and Society, Dewey writes that a concrete thing like a child is capable of evading all sorts of generalizations. A child individualizes itself as soon as it performs an activity. Thus, in traditional schools, through maintaining a tough discipline, children were stopped from performing any activity. They were not even allowed to move, to talk, or to say any thing. Traditional education was built around a passive idea of listening. In traditional education children were considered as passive listeners. In his democracy and education, Dewey criticized the traditional belief that words alone can transmit knowledge. It is only through acting in social interactive
situations, that the meaning of a word becomes clear. Thus like Paulo Freire, Dewey also believes that words do not only make a person conscious of a thing but also suggest a possible course of action related to it. Learning involves both consciousness and action. Thus, learning takes place through the active involvement of a learner in an activity.

The main problem that Dewey found with the traditional school was that it tried to enforce pre-conceived notions and ideals on the child. It tried to mould the child into a Platonic ideal, which was, in essence, a real contradiction of child’s concrete existence, rather, of anybody’s existence. Dewey appears to support the priority of existence over essence in this regard. Thus an individual’s concrete situation, the situation he experiences in this world, has superiority over fixed concepts and traditional modes of understanding. Thus he tries to authenticate individual existence.

Dewey supports communication and mutual cooperation. One of his criticisms on traditional education is that it actually renders all forms of cooperation among students as bad and in certain special circumstances as criminal. A child cannot share knowledge and information with its friends just because it is against the discipline of the school to share knowledge, especially when it is badly needed during examinations. Thus traditional school, with its practices, stops people from having a mutual existence. It teaches competition and defies humanism. Traditional school does what is contrary to the aims of education. It indoctrinates and inculcates values that are actually harmful for the individual and social growth.

Education should prepare an individual for the construction of knowledge and truth. It should enhance the role of an individual as a value giver and creator. Dewey suggested changes in education system to make it capable of actualizing and enhancing these possibilities in an individual. He established a project school in which students were taught the real professions and which was based on his philosophy of active learning and freedom. A place where theory was replaced by the practice. A place where individual was liberated from the clutches of dead idealism and universal reason to follow his own course of life based on human love and affection. The kind of education suggested by Dewey enables an individual to grow. It is the kind of education that can result in the empowerment of individual.

Conclusion

The empowerment of individual is the aim of education, whereas, traditional education, through it emphasis on fixed ideas, is instrumental in
the weakening of individuals. Individual cannot be empowered without the freedom to see things as they show themselves in a particular context. Individual should be given the freedom to interpret the situation he lives in according to his own individual conditions.

In modern times, since everything is changing so rapidly, it has become difficult to have a set of fixed values and fixed knowledge. Dewey has pointed out that we even can’t say what it would be like after twenty years, thus, it is not appropriate to give a large body of information to our children as a preparation for life. For information is sure to lose its value in the course of time. Instead of giving them information alone, we can enhance their natural abilities to learn, to construct their own knowledge, to judge and evaluate things properly and to create their own way of dealing with problematic situations.

The traditional curriculum inculcates fixed ideas which are useless in modern day’s precarious world where an individual can exists as a free-decision-maker alone. To be a free-decision-maker we need freedom to know, judge, decide and act.

Individual and society are not either or terms. Thus, this aversion for fixed values cannot destroy the fabric of society. A community is nothing but a group of individuals living together, having common aims and sharing their resources. Mass culture that is meant to repress people and to facilitate ruling elite is being propagated through media and formal education. The undermining of originality and original works or high culture and the suppression of individuality through education shows that education is being utilized to serve the purpose of ruling class.

Thus, school in modern days ought to be a place where students should be kept free from learning and memorizing large bodies of information. Children should not be objectified through discipline. There should be no memory tests and traditional sort of examinations. School should support cooperative learning through practical work. Students should be given opportunity to experience things. They should be trained for giving proper judgments and evaluations. They should be encouraged to enhance their moral reasoning through acting freely, according to their impulses and contrary to their habits, in a community of people, without causing any bad consequences for themselves or for others. The teaching learning strategies should be student centered and oriented towards activity. The spirit of inquiry should be enhanced and pedagogical methods should be based on the method

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of inquiry. The values cherished at schools ought to be democratic. There should be no unnecessary externally imposed discipline in the school except a timetable based on the division of activities and the timings of the school. Students should be divided according to their age group and learning abilities. The hands-on activities carried out at schools should promote creativity and judgment power in the students.

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LITERACY NETWORKS FOR RURAL PEASANT WOMEN IN EDO STATE OF NIGERIA

By

Dr. Ms. Lucy Adesomon Okukpon*

Abstract

The peasant women in Edo State of Nigeria are predominantly farmers who live and work on the land. The majority of them are illiterate with just a handful of them being able to read and write. As a result of the high level of illiteracy, communication with family members living outside these rural settings becomes extremely difficult. These communities and rural settings lack basic social amenities that would enable the people to live in happy and healthy environment. They also live in abject poverty. Be that as it may, this paper intends to look at literacy networks that would help to free these peasant women from illiteracy, ignorance and diseases as well as enhance their socio-economic status because the acquisition of basic literacy opens a new door for literates in the world as they will begin to view the situation objectively.

Introduction

The ability to read, write and compute in a given language makes communication easier within a given community or locality. In the Nigerian context, since English is the official language of the country, literacy can be regarded as the ability to read, write and compute in English language. The peasant women in Edo State are mostly in their farms from early morning till sunset. The only time left for them to benefit from the literacy programme, duly setup to enable them read and write, is after farm hours and on weekends. This is to enable them having sufficient rest after the days work before literacy classes can commence.

From the literacy workshop, recently concluded in the rural communities where these peasant women reside, the zeal and enthusiasm shown by them attest the fact that they are willing to learn and are reayd to help themselves out of illiteracy, ignorance and disease. The importance of literacy education in the lives of women was emphasized. They were equally informed of the need to acquire

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basic literacy skills, since their lives would automatically be transformed and open up a new horizon for them.

**The Provision of Literacy Education in Edo State**

Literacy education is given priority by the state government. The government wants her citizens to be literate and so provision is made for the peasant women in terms of literacy acquisition. The classrooms, used by the children during the day, are also used by the peasant women in the evening. All the writing and teaching materials are provided free by the state government. The women do not have to go several kilometers to get to the literacy classes, as the school is centrally located within the rural community.

The literacy instructors and supervisors are well trained for the job. First, they begin by trying to learn their language and win their favour. Next, the peasant women are informed about the advantages and usefulness of acquiring basic literacy. These literacy instructors and supervisors develop friendly relationship with the women in order to encourage them to acquire basic literacy. Moreover, the literacy instructors and supervisor live in the same community with the peasant women. As a result of this development, they become conversant with the problems faced by these rural women.

Literacy classes are organized to suit the women especially after a hard day’s job at their farms. Since the literacy instructors and supervisors live within the same community as the peasant women, they know their clients even up to their various homes. This development makes teaching and learning very interesting. The literacy instructors and supervisors are not only interested in the women acquiring basic literacy, they are also concerned about their personal welfare.

**Participation at Literacy Classes**

The peasant women welcomed the idea of being made to learn how to read, write and computer. They showed a lot of enthusiasm and interest in the programme and attended classes on a regular basis. Firstly, the classes began in the native language, and then in English language. The rural peasant women marveled at the capability and wisdom of their instructors and supervisors and wanted to be emulated and liked.

The peasant women found the literacy classes very interesting and stimulating. Objects and materials used for teaching and learning, were items found within the local community and which the women were quite familiar with. If for any reason a woman has course to be absent from the classes, the literacy
instructors ad supervisor were informed well ahead of time and adequate provision is made for the absence of that participant to enable her catch up with other members of the class.

**Literacy Networks**

The literacy networks used in the rural peasant communities are as follows:

1. Each-one-teach-one.
2. Rural churches and mosques help to promote literacy education through their evangelical programmes.
3. The activities of non-governmental organizations (NGOs) in promoting literacy education.

The each-one-teach-one method is used effectively in the rural peasant communities in Edo State. The literacy instructor move from one household to another (particularly on weekends) to ensure that the women are properly taught the basic rudiments of reading, writing and numeracy. The each one teach one method gives the rural peasants a sense of belonging and willingness to learn. They feel satisfied and happy with the trend of teaching.

Moreover, the rural churches and mosques help to promote literacy education through their evangelical programmes. While preaching the gospel and the Quran to the rural people, they combine reading, writing and numeracy skill in their churches and mosques. The church members and Muslim members get to know one another and interact individually and collectively. Bible and Quran reading classes and literacy classes are arranged by these churches and mosques to assist their congregation within the rural community.

In addition, the non-governmental organizations (NGOs) come to the rural communities and help to promote literacy programme as well as political education. The essence of the political education is to enable the women become aware of their political rights as citizens of the country with the rights to vote and be voted for. It is also to ensure that the women are not misled by unscrupulous politicians. This political awareness will enable them to make wise choices of candidates who will represent them at the various levels of the government. This development will also assist them to read and understand the political manifestoes of the different political parties.

The NGO’s provide all the materials needed for the literacy programmes in the rural communities. They live with the people, get to know them and
develop trustful and friendly relationship with them. The activities of the NGO's endeared the people to them and so, members of the NGO's put in their best to ensure that their goals are achieved in the rural communities.

Research Questions

The following research questions were formulated, which were based on the focus of the study:

1. What motivated the peasant women to embrace literacy education?
2. Has the time allocated for literacy classes inspired them to be involved in the programme?
3. Are the instructors and supervisors well trained for the job?
4. Are the materials and facilities adequate for literacy education?

Methodology

Target Group

Five rural communities were randomly selected from Esan North East Local Government Area of Edo State, Nigeria for this study. From each of the rural communities, 100 women were selected using a simple random sampling technique. As a result, a total of 500 women constitute the sample of this study.

Instrument

A 25 item questionnaire, which was the only instrument for this study, was constructed. The instrument had two sections: A and B. Section A dwelt on the demographic data of the respondents, while section B focused on information and data relating to literacy networks for rural peasant women in Edo State, Nigeria.

The instrument was validated by the experts in the Agency for Adult and Non-Formal Education, Edo State as well as those in the Faculty of Education, University of Benin. The reliability was determined through a test-retest procedure and a reliability coefficient of 0.69 was obtained.

Method of Data Analysis

The data, thus collected, was analysed using frequency counts and percentages.

Result

The findings of the study are presented in Tables 1-4
Table – 1
Factors which motivated the rural peasant women to embrace Literacy Education

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Variable</th>
<th>Response</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ability to read and write</td>
<td>350</td>
<td>70.0</td>
</tr>
<tr>
<td>2.</td>
<td>To be able to communicate with the outside world.</td>
<td>150</td>
<td>30.0</td>
</tr>
</tbody>
</table>

   | Total | 500  | 100.0 |

The data in Table 1 shows that 350 (70%) of the respondents indicated that the ability to read and write was the major factor which motivated them to embrace literacy education. 150 (30%) of the respondents were of the opinion that the ability to communicate with the outside world was what motivated them to embrace literacy education.

Table – 2
Time allocated for literacy classes inspired them to participate in literacy classes

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Variable</th>
<th>Response</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Evening Classes</td>
<td>330</td>
<td>66.0</td>
</tr>
<tr>
<td>2.</td>
<td>Home Teaching</td>
<td>120</td>
<td>24.0</td>
</tr>
<tr>
<td>3.</td>
<td>Weekend Classes</td>
<td>50</td>
<td>10.0</td>
</tr>
</tbody>
</table>

   | Total | 500  | 100.0 |

The analysis in Table 2 reveals that the most appropriate time allocated for literacy classes which inspired the women to participate is the evening classes conducted after the days work/activities. The response is 330 out of 500 respondents, represents 66 per cent. This is closely followed by home teaching. 120 of the respondents representing 24 per cent are the opinion that home teaching has inspired them to participate while only 50 of the respondents representing 10 per cent were inspired to participate because teaching and learning in the literacy programme took place during the weekends.

Table – 3
Instructors and supervisors are well trained for the job

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate Training</td>
<td>485</td>
<td>97.0</td>
</tr>
<tr>
<td>Inadequate Training</td>
<td>15</td>
<td>03.0</td>
</tr>
</tbody>
</table>

   | Total | 500  | 100.0 |

As can be seen in the analysis in Table 3, 485 respondents representing 97 per cent indicated that the instructors and supervisors got adequate training for the job of imparting literacy education to the rural peasant women.
Table - 4

Materials and Facilities Adequate for Teaching and Learning

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>490</td>
<td>98.0</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>02.0</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The data presented in Table 4 shows an overwhelming response of 490 respondents representing 98 per cent of the women. This confirms the fact that materials and facilities for teaching and learning were adequate and in good supply for the literacy programme.

Result

The result obtained from the analysis indicates that the major factor which motivated the rural peasant women to embrace literacy education was the ability to read and write. The women believed that being able to read and write with understanding will open a new world for them and enhance their social and economic status in their rural communities. As a result, they participated in the programme with zeal and vigour.

Moreover, since the instructors and supervisors lived in the same community with the rural peasant women, the time allocated for literacy classes was quite convenient for them.

In addition, the Literacy instructors and supervisors were adequately trained for the task of imparting literacy skills and they were quite dedicated to their duties in ensuring that the goals of the programmes were attained.

Subsequently, the rural peasant women (learners) and the literacy instructors/supervisors had adequate materials and facilities at their disposal for effective teaching and learning. The rural peasant women were satisfied with the entire literacy programme organization.

Conclusion

The UNESCO report (1991) indicates that a large proportion of illiterates are found among rural women. Most of them are poor in many aspects, such as in the acquisition of property, in liquidity, in health, in the type of food they eat, clothes they wear, information available to them and their mentality. Many of them are aware of their poor condition and would strive to help themselves through the acquisition of basic literacy.
As a result of this development, the peasant rural women need literacy in order to have access to information and knowledge. In support of this view above, Akinpelu (1992) stressed that literacy generates a feeling of self-confidence, security against exploitation and cheating based on ignorance of the letters and the numerals.

Bhola (2000:2004) emphasized that literacy for all adults (especially women) has come to acquire yet another justification at the deepest levels of individual identity and human nature. Literacy has indeed changed the technology of intellect of human being and earned for itself the status of universal human rights.

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THE PRIVATE HIGHER EDUCATION: A GLOBAL PERSPECTIVE

By
Dr. Hamid Khan Niazi*

Abstract
This paper deals with an extensive review of higher education in global perspective. It covers the meaning and different concepts of higher education followed by the review of higher education systems of different countries/regions of the world. This will give a deeper insight into the issues related to higher education in these countries. The experiences of the expansion of the private higher education in these countries will be of value for the policy makers and educational planners of Pakistan. It is concluded that there is a worldwide trend of sharing of cost of higher education by its beneficiaries, students and their families. It includes charging tuition fees from the students and also the elimination of subsidy from facilities such as transportation, hostel charges, and the cost of meal.

Key Words Educare’ Private Sector’ Global Perspective’ Qualified manpower’ Degree awarding higher education institutions’ Costs sharing’ subsidies’ Monitoring’ Tuition fees.

Introduction
According to Encyclopedia Dictionary, New 2nd edition, (p.260) the word education has been derived from Latin words “Educare, Educatum or Educere”. Education and educare mean “to train, to bring up and to nourish” while educere means “to lead out”. Former implies that education is some thing external to be imposed or put in from outside. The latter indicates that development is from within. Higher education is broadly viewed as the intellectual and moral training of individuals through which their potentialities are developed. It is considered to be a vehicle for the preservation and transmission of social, cultural, political, moral and religious

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values from generation to generation. It is recognized as one of the major factors for socio-economic development of any society.

In the beginning, the definition of this term would seem advisable before attempting to describe features of higher education. Barnett (1997) defines higher education as follows:

*Higher education is said to impart the deepest understanding in the minds of students, rather than the relatively superficial grasp that might be acceptable elsewhere in the system. In higher education nothing can be taken on trust and the students have to think for themselves so as to be able to stand on their own feet, intellectually speaking*” (Barnett, 1997, p.27).

**Concept of Higher Education**

Different people have different concepts of higher education in their own perspective. Barnett (1992) has described the following four concepts:

i. **‘Higher education as the production of qualified manpower’**. According to this concept “Higher” education is seen as a process in which students count as products, as outputs having a utility value on the labor market.

ii. **‘Higher education as training for a research career’**. Here those members of academic community who are active in research frame the definition of higher education.

iii. **‘Higher education as the efficient management of teaching provisions’**. This conception is based on the efficient working of the institution with the effective utilization of resources at their disposal. It also implies for the velocity with which their students are successfully propelled into the wider world.

iv. **‘Higher education as a matter of extending life chances’**. This conception is none other than that of the potential consumers of higher education. The metaphor of consumption is deliberate, for on this conception higher education is valued for its ability to offer opportunities to participate in dominant institutions and to enjoy the benefits of modern society’. (Barnett, 1992, p.27)

It becomes clear from the above-mentioned concepts of higher education that higher education has a distinctive position in the development of individuals and society at large. Higher education provides opportunities
with an individual to life long learning, and pursuit of excellence which ultimately leads to better quality of life. In this context, to my opinion, higher education must be responsive to challenges of rapidly changes in conditions and the expectations of the society.

**Objectives**

The main objectives of the paper are to:

i. Clarify the concept of higher education in the global perspective.

ii. Compare higher education systems of different countries of the world.

iii. Examine the contribution of the private sector to higher education in different countries.

iv. Explore the ways to get benefit from the experiences of other countries regarding the contribution of the private sector to higher education in Pakistan.

Higher education plays an important role in the development of the society, because an educated workforce is considered as more useful than the uneducated workforce. According to Mustard (1998), “universities, for centuries, had a crucial role in educating the potential professionals, businessmen, political leaders, religious and social scholars, who serve the society, enrich its values and develop its resources (Mustard, 1998, p.248).

A country’s social and economic development depends on the nature and level of higher education. Isani (2005) quotes a World Bank report, ‘Higher Education: the Lesson of Experience’ (1994) that ‘the development of higher education is correlated with the economic development’. (Isani 2005, p.5) In the developed countries the role of higher education in the production of high quality human capital is quite evident. McGill (1992) quotes the Governor of the State of Kentucky, Paul Patten, Governor says that:

_I have staked my success as governor on changing the way we deliver higher education to our people. Education and economic development are the twin rails that will lead us to a higher plateau and help us to achieve our goal of raising the standard of living in our state. My experience in creating jobs, as the secretary of the economic development, and during my term as lieutenant governor, has helped me focus on the needs of our businesses. Those businesses are the customers of our_
product: the graduates in higher education. Increased technology and global competition demand that we develop our students’ skills and mental capacity so they can share in the tremendous prosperity of our nation. (McGill, 1992, p.47)

Private Higher Education in an International Perspective

Higher education has been considered an important priority in the public agenda in different countries the world over. This is result of being a repository and defender of culture, an agent of change in the prevailing culture, an engine for national economic growth, and an instrument for the realization of overall economic and industrial development. Furthermore, the public interest in higher education is generally present whether the delivering institutions are publicly or privately managed.

Higher education plays an important role in the rise of globalization of economies, culture and knowledge. It is worldwide recognized that universities as centers of higher learning are considered as potent agents of national and international changes in the world. No system of higher education can run in isolation without being influenced by other higher education systems of the world. This is why; we have reviewed higher education systems of various countries of the world. A brief description of the review of higher education from different countries/regions of the world has been presented in the following paragraphs.

Higher Education in USA and the UK

The USA and the UK both are developed countries and have very strong systems of higher education. Students from all over the world come to study in their universities. Governments of both the countries have reduced funding for students and educational institutions, which is compensated by the sharing of cost of higher education by its beneficiaries, students and families. Their systems of higher education are considered as models. A vast majority of countries of the world imitate these countries. For example the Arabian countries, included in the study, are doing this it seems to be logical to start with the comparison of higher education systems of the USA and the UK.

Regarding the higher education in USA and the UK, Palfreman (2004) has presented a comparison of both the countries. According to him, U.S. and U.K. higher education systems, over the past 20 years, have faced the problems regarding retreat of the taxpayer in funding students and institutions. However, while the U.K. system has muddled through by reducing funding per student, U.S. public higher education has to a great
extent compensated for the lost revenue by increasing tuition fees payable directly by students and their families. U.S. private higher education institutions have also levied ever-higher tuition fees and have used the enhanced funding to fuel an arms race for “prestige” among universities competing over salaries for the best faculty (so-called “trophy professors”), on merit-based aid for the students of higher education, and on lavish campus infrastructure. This process has opened up an increasingly wide gap between U.S. private institutions and even the “flagship” U.S. public institutions, while leaving the best of U.K. higher education aiming at a moving target in trying to compete as a global player. In this context Palfreyman comments on both higher education systems of USA and UK as follows:

Despite high tuition fees, U.S. higher education remains affordable for “Middle America,” partly because the U.S. middle class pays rather less in taxes than its equivalent in the United Kingdom—especially given deep discounting of tuition fees and the offer of student loans to finance the final amount due (in effect, a “price-war” among U.S. institutions over clever entrants). In addition, “Rich America” is not being given as much of a public subsidy as is currently bestowed on “Rich England.” These high tuition fees, regardless of the high levels of financial aid, may deter access for “Poor America” to the very best private U.S. institutions (and to a lesser extent the best of the public institutions), compared with the accessibility of the elite U.K. higher education institutions. (Palfreyman 2004, p.1)

From the comparison of the USA and the UK higher education systems it becomes clear that governments of these countries are unwilling to provide the financial assistance to higher education institutions. They have shifted the costs of higher education toward students and families. Other countries especially the developing and under developed countries may follow the trend of sharing of cost of education by their beneficiaries.

He further compares the cost of these systems. According to him in USA two groups pay for higher education: first, society as a whole (i.e., all taxpayers), which provides support for higher education institutions through public or government programmes, and second, the private or nongovernmental sector. Private contributions to higher education can be further divided between those that come from households (i.e., students and their families) and those that come from other private sources such as
individual donors, business, and foundations. Palfreyman further comments on the shift of costs of higher education towards students and their families and quotes that:

In the United Kingdom, present Labour government in its 2003 consultation document sets out “the need for reform” in terms of shifting the cost of higher education more toward students and their families. (op. cit. 2004, p.2)

To him, higher education scene across the OECD countries might indeed be tempted to predict a slow but steady convergence toward the U.S. norm of requiring an increasingly significant student/family contribution for the cost of delivering higher education.

From the above commentary it is obvious that the concept of cost sharing to higher education has become an important part, as no government alone can afford to finance higher education to meet the needs of ever increasing secondary school graduates in the country. It is felt all over the world that costs of higher education must be shared by its beneficiaries that are students and families.

It is worth noting that ‘education cost sharing’ equity and efficiency must be defined here. The term, costs sharing in education, is used to describe any education in which the costs are borne by more than one party. The term ‘party’ could refer to the government, the community, the family and the students or any others that contribute to the cost of education. The costs of education include direct costs, such as fees and payments for learning materials, and indirect costs, such as transport costs and certainly the largest cost of higher education is foregone earnings.

Equity is one of the basic concepts used in the application of economics to education. Equity refers to how the outputs and costs of producing them are distributed between individuals and groups in society. It is often stated that in both developed and developing countries the children of better off families are more likely than those from poorer families to enter university; higher education is usually, but not always, subsidized by the government; and on completing their education, graduates usually enter higher paid status jobs than those without a degree. Many commentators argue that this situation in which access to higher education is differently distributed between social groups and where a large part of cost of higher education is met by the exchequer rather than student is inequitable.
Efficiency refers to the use of resources in such a way as to maximize the educational output(s) possible from their use. In the context of education efficiency is of two types. Internal efficiency is concerned within the education; and external efficiency, which refers to relationship between education and the economy outside the education. According to John Mace ‘one argument often associated with the World Bank and those espousing a more market based system of education provision is that more involvement of communities and parents in the payment of education will encourage greater efficiency’ (unpublished).

**Higher Education in East Central Europe**

In the East Central Europe private higher education has expanded rapidly since the dissolution of the East block. According to Giesecke 1999:

*Between 1990 and 1997 the Czech Republic, Hungary, Poland and Romania, for example, have seen average annual growth rates of nearly 60 percent each year. In these countries, total private sector enrollments have expanded from less than 12,000 students in 1990 to more than 320,000 students in 1997. (Giesecke 1999, p.1)*

Snejana Slantcheva (2005) also supports the expansion of private higher education in the region and asserts that:

*In Central and Eastern Europe grew quickly, although unevenly, with student enrollments ranging from more than 25 percent of total student numbers in Poland and Romania and 22 percent in Estonia, to 14 percent in Hungary and 13 percent in Bulgaria, to 2 percent in the Czech Republic and less than 1 percent in the Slovak Republic. In Poland alone, the end of 1990 registered 6 private institutions; by 2002 their number had reached 250. Private-sector enrollments of 50,000 students in 1994 climbed too more than a half million in 2001, amounting to almost one-third of the Polish student body. And between 1990 and 1993, around 250 institutions appeared in Romania. (Snejana Slantcheva 2005, p.1)*

The main features of higher education in the private sector of the region are overriding priority of private institutions of higher education, both within the region and beyond, seems to be the development of human
resources for states with multicultural civil societies and increasingly characterized by global economic interdependence. In the process of accomplishing this goal, private institutions across Central and Eastern Europe, as a group, exhibit specific common characteristics. They place the student at the center—thus focusing above all on teaching and learning, or on the transmission of knowledge, as their core function. Practical training in programmes that promise to produce a skilled, flexible, and critically thinking labor force complements different forms of pedagogical and technical innovation. Research is conducted mainly to support classroom teaching. Very few of the private institutions train doctoral students. Snejana quotes the example from Poland and says that:

_Out of 221 institutions in Poland, only 51 are entitled to offer master’s degree programmes and only 2 to confer doctoral degrees, whereas the 7 Bulgarian private universities graduated 3 doctoral students in the 2002–2003 academic year. Involvement in the local and regional problem-solving agendas has also been a common feature._ (op.cit. p.1)

Regarding their institutional profiles, most private institutions in Central and Eastern Europe offer a limited number of programmes in fields demanded by the market—such as business, finances, banking, law, and economics—designed predominantly short-term degree programmes, mostly professional and at the bachelor’s level. Private institutions in some countries in the region have outnumbered public institutions. For example “82 percent of all institutions in Slovenia are private, 82 percent in Poland, 63 percent in Estonia, 60 percent in Romania, and 52 percent in Hungary—most of these institutions are small, with weak infrastructures”. (op.cit. p. 2). It is noticeable that a large number of their faculty is part time, usually coming from the larger, older public institutions. Many of their students (also representing a rather mixed group with respect to age and social status) are also part time, distance learners, taking specific courses or virtual classes. It appears to be very common in global perspective.

As a result, of the value placed on research, the private institutions’ clear focus on developing human resources for the new regionally and globally integrated economies and knowledge societies has not been easily accepted across the region. The social acceptance of private higher education institutions will depend on their ability to address the challenges regarding their goals. Combining the search for the intellectual development of individuals and knowledge creation with the training of global citizens is one
of the main functions of universities. Committed as they are to human resource development, private colleges and universities must remain sites for the pursuit of excellence and updated knowledge. They must promote the discovery of new scientific answers to the pressing problems of contemporary society.

The experiences of privatization of higher education in these countries may be useful for Pakistan, because there is a trend of opening of new universities/higher education institutes in the private sector of the country. In this context the management of the private higher education institutions can get benefit from their experience.

**Higher Education in Scandinavian Countries**

The 1990s have witnessed fairly drastic changes in public higher education in the Scandinavian welfare states. Generally, there is a change in the ideal, from the traditional and prestigious model of the Humboldtian research university to the service university. The state by its Ministry of Education has become much more active than before in setting the aims and strategies for higher education. Both in terms of research and education programmes the state is now trying to use higher education as a tool for the country’s overall economic and industrial development. As a result, the state has made the universities themselves more responsible for finding new sources of revenues and more accountable for goal achievements in research, education, and its dissemination. According to the report on the recent development in Scandinavian countries strategies used to change the function and role of universities are several. Tjeldvoll points out that:

*First, the legislation has been changed; in a way that harmonizes the whole sector of higher education and makes the traditional research universities less exclusive than before. Legally, the institutional autonomy is substantially increased. Second, the market for higher education is opening up, which promotes new institutions, and competition. Third, the state is leveling out or even reducing its financial support for higher education (Tjeldvoll 1996, p.1).*

In these countries, like USA and UK, the trend is shift of costs of higher education towards their beneficiaries. He quotes:

*Between 1991 and 1996 state funding for Finnish higher education has been reduced by 16 percent. In Iceland,*
policymakers are discussing introducing student fees, which is a foreign principle in welfare state Scandinavia. Following these strategies, some more specific measures have been taken in the administration of higher education. The Ministry of Education has required that the institutions try to apply "activity planning" and management by objectives. Familiar terms from business life have made their way into the research university. In order to find new revenues to compensate for reduced public funding, external activities - or the selling of "research-based services"-have been suggested. More systematic evaluation of how resources are now used, are frequently stated as required. (op. cit. 1996, p.1).

Tjeldvoll further states that the structural changes are being made in order to promote competitiveness and accountability in future. Existing departments of external activities are being reinforced, and new ones established. The degree structure is changing toward the American model, because this model is compatible and followed by many other countries all over the world. Instead of time-consuming and expensive tracks toward the doctoral degree programmes (D.Phil.), the internationally more common model of B.A., M.A. and Ph.D. is already being introduced in all countries of the region. Pressure on the institutions from increased student enrollment (without allocation of more resources) is also a common feature. It is no surprise that such drastic structural changes in higher education have caused tensions and even conflicts. The universities have a long historical tradition of great autonomy in research and teaching. Critics call the new autonomy for the universities autonomy "to administer poverty." reduced resources, combined with increased enrollments, make the departments and professors feel that, in fact, they have less autonomy than before.

**Higher Education in Brazil**

The idea that education is a legitimate business is a new and revolutionary one in the Brazilian context. The country's Ministry of Education is also trying to change public universities - an interesting and innovative project, but one that is encountering great resistance by the universities. The idea is to provide universities with full autonomy to control their own resources, set their own policies, and establish their own rules regarding personnel. In this effort they will be provided with financial aid each year based on past performance. According to Schwartzman (2004):
Until recently, perhaps the most compelling characteristic of higher education in Brazil has been its stasis. With an average of only 1.6 million enrolled students since the early 1980s less than 10 percent of the available age cohort. Brazilian institutions of higher learning have failed to keep pace with the country's growing demand for an educated work force”. (Schwartzman 2004, p.1)

He further comments that private institutions, on the other hand, expanded very quickly in 1960s and 1970s, filling the gaps left by the public sector. This trend is still prevailing in the country. He comments:

Today, about two-thirds of Brazil's higher education students are in private institutions. Very heterogeneous in type, these private-sector schools include confessional institutions like the Catholic universities; community projects sponsored by local governments, businessmen and voluntary organizations; and diploma mills. (op. cit, 2004, p.1)

In addition to the implementation of a national exam, new legislation has been introduced to distinguish between proprietary, profit-oriented private institutions and nonprofit ones. Under the legislation, for-profit schools would have to pay taxes as any other business, but would be allowed more freedom to run their institutions as they think appropriate. Nonprofit schools, on the other hand, would be held to a stricter set of educational control within the communities they are supposed to serve. To date, there are no takers for the first alternative, and the control mechanisms for the second are still not fully implemented.

This idea that education can be a legitimate business is a new in the Brazilian context. This may have a significant impact on the private higher education of the country. However, still there is a resistance to change both by faculty and administrators within universities. To me higher education is not only a legitimate business but also a source of intellectual development of individuals and transmission of socio-political values and latest knowledge to the youths.

According to Schwartzman the prevailing condition of higher education are still controlled by the government. He states that:
The government sets salaries, academic and administrative staff is civil servants protected by full stability, and the universities have no access to the resources used for salaries—about 90 percent of the funds they receive. (op.cit. 2004, p.2)

University administrators and faculty fear that the proposed changes could mean that the federal government is trying to do away with its universities. According to Schwartzman too soothe these fears, the Ministry of Education has proposed that 75 percent of the federal government's budget for education should be earmarked for federal higher education institutions (public and basic secondary education are the responsibility of state and local governments, although the federal government plays important supplementary roles).

Schwartzman claims that the ultimate forces reshaping Brazilian higher education are growing demand for university access due to the expansion of secondary education and the expanding market for better-qualified professionals—a consequence of opening the country's economy to international competition and economic growth. With the help of on-going reforms, the public sector is already organizing to respond to these new challenges and opportunities.

From the above discussion it becomes clear that the ratification of this project requires a constitutional amendment. Universities administrators and faculty fear that the proposed changes could mean that the federal government is trying to reduce its financial assistance to its universities and goes against the general policy of various economic authorities. In the prevailing conditions of the country the project future looks to be uncertain. However, reshaping of Brazilian higher education will force the demand for university access due to the expansion of secondary education and the expanding market for better-qualified workforce to compete with other economies of the world. In this context, conditions in Pakistan are similar to those in Brazil.

Higher Education in Arab Countries

Stretching from Mauritania to the Persian Gulf, the region is composed of nations of varying wealth, disparate geographies, and differing ethnic and religious characters. Despite their national particularities, Arab systems of higher education do manifest certain common, overarching, region wide trends and phenomena that are leading them to greater convergence. Arab nations as a whole have, in their relatively short post independence
contested, language is a burning issue. It is extremely difficult for a regime or movement espousing Arabness or Arabism to admit that Arabic is incapable of serving as a medium of instruction to students. In 1989-90, the exploding Algerian fundamentalist movement made Arabization of the university its primary demand. At that moment, the first fully Arabized high school-graduating class arrived at the university, only to find the sciences taught in French.

**Higher Education in Asian Countries**

Many Asian countries have considerable experience in managing large private higher education sectors, such as India, China and Philippines, while others are still seeking to establish appropriate structures. These countries face the challenge of allowing the private sector the autonomy and freedom to establish and manage institutions and compete in an educational marketplace while at the same time ensuring that the national interest is served. Altbach gives the example of India, where the large majority of undergraduate students attend private colleges, these institutions are largely funded by the state governments and are closely controlled by the universities to which most are affiliated. University authorities, for example, design and administer examinations, award academic degrees, set the minimum qualifications for entry, and supervise the hiring of academic staff. The universities are all public institutions, and they have key administrative and academic control over the privately owned undergraduate colleges.

In Asia, private institutions have long been a central part of higher education provision. According to Altbach (2002):

*In Japan, South Korea, Taiwan, the Philippines, and Indonesia, private universities enroll the majority of students—in some cases upwards of 80 percent. The large majority of Indian students attend private colleges, although these institutions are heavily subsidized by government funds. The private sector is also a growing force in parts of Asia where it has thus far not been active—such as China, Vietnam, and the central Asian republics.* (Albach 2002, p.1)

Most Asian private universities serve the masses of higher education market and tend to be relatively nonselective. The majority is small, although there are some quite large institutions—such as the Far Eastern University in the Philippines, which has larger enrollment. Private nonprofit organizations, religious societies, ethnic organization, or other groups sponsor some higher
education institutions. Individuals or families, sometimes with a formal management that makes the controlling elements of school’s governance structure problematic. This pattern of academic institutions has received a little, if any, attention from analysts, although it is a phenomenon of growing importance worldwide—even in countries that do not encourage the establishment of for-profit higher education institutions.

One of the most interesting private higher education developments worldwide is the rise of ‘min ban’ (people-run) private institutions in China. According to Center for Higher Education at Boston College:

*Already there are more than 1,000 min ban institutions, about 100 of which are accredited by the government. A new law regulating this sector will soon be implemented. The government is convinced that the new private sector is necessary to provide access to students who, largely because of low-test scores, cannot qualify for the public universities. So far, most of the min ban schools offer vocational education and do not award bachelor’s degrees. (Altbach 2002, p.2)*

The trend in Japan and South Korea is also changing from centralization to decentralization. Altbach states that:

*Japan and South Korea have a long tradition of rigidly controlling private institutions—going to the extent of stipulating the salaries of academic staff, the number of students who can be enrolled, approving the establishment of new departments or programmes, and supervising the appointment of trustees. In the recent past, these two countries have moved toward allowing private institutions more autonomy and freedom. (op. cit. 2002, p.2).*

The trend of the decentralization higher education can bring positive changes in the system by bridging up the gap between the people and higher education. As a result of these changes higher education system would be more responsive to the needs of the society. Moreover, this may create a democratic attitude of the management towards their workers. In doing so the human relationship within and institutions and the society may be improved. These are empirical questions that have still to be answered by research.
Sungho H. Lee (1998) claims that, for the past half century, the private institutions of higher education in Korea have made a considerable contribution to the economic, social, and cultural development of the nation. According to Lee many private institutions are today faced with such serious problems as financial constraints and a degrading of the quality of education. These problems became even more pressing since December 1997, with the beginning of the nation’s economic crisis and the relief loan to Korea from the International Monetary Fund. In this context, it is suggested that government may improve the utilization of financial resources available to higher education and save money. That money may be utilized to support higher education institutions, which are faced with the problem of financial constraints. According to Lee:

*Private colleges and universities in Korea have depended mainly on student tuition fees in their financial management. At present, the tuition fees make up on average 63.2 percent of the entire finances of private institutions. However, it is well known that many institutions depend for more than 95 percent of their finances on tuition revenues. In particular, private institutions located in provincial areas have had the hardest time with tuition-based financing. Many students, more than 30 percent in some institutions, have dropped out to transfer to institutions in the Seoul metropolitan area. (Lee 1998, p. 1)*

He further asserts that the government financial support for private institutions dates back only a few years. In 1990, for the first time, the government appropriated financial support for private four-year institutions--0.29 percent of the entire education budget. In 1997, this was raised to 0.76 percent, but this was provided disproportionately. About 54 percent of the government appropriation was offered to the top 10 institutions among the 124 private institutions. In Korea, most institutions of private higher education have no profit-making enterprises. Only a few universities, such as Yonsei and Hanyang, raise funds from building leases and other proprietary business activities. Lee further comments:

*In practice, there are no substantial differences between public and private institutions in Korea, except that the public institutions are wholly government supported but the private ones are not. Institutions in both sectors are set up to be huge comprehensive "department store" institutions. They have not considered their location, the type of students enrolled, their*
resources, or, more importantly, their missions. It is high time for each institution to reconsider and reaffirm its role and reasons for existing. It is the right path for private institutions to follow to regain the public’s trust. In addition, more systematic principles of management and governance should be developed in all corners of institutional life. (op.cit. p.2)

Like other parts of the world, private higher education is expanding throughout Asia, and countries that are moving toward a large private sector would be well advised to look at the experience in Asia for guidance. In China private sector has grown remarkably. “There are 500 private postsecondary institutions, most of which are neither accredited nor approved by the government. Vietnam and Cambodia also have rapidly growing private sectors, as do the central Asian nations that were formerly part of the Soviet Union” (Altbach 2002; p.3). These countries are faced with the challenge of ensuring that the emerging private sector is effective, well managed, and serving national goals. Asia shows a variety of patterns of sponsorship, management, ownership, and state supervision. Tilak (2004) indicates that:

The 1990s saw a major turn in the history of contemporary higher education in India. The decade was one of turmoil, with an important development being the sustained efforts toward privatization of higher education in India. The financial privatization of higher education, through reduction in public expenditures and the introduction of cost-recovery measures accompanied by policy measures toward the "direct" privatization of higher education. (Tilak 2004, p.1)

Public budgets for higher education shrank drastically during the 1990s, without prospects for improvement in the near future. Tilak further states that:

The Government of India’s 1997 discussion paper on Government Subsidies in India provided a revealing insight into government thinking. For the first time, higher education (as well as secondary education) was classified in the discussion paper as a "no merit good" (and elementary education as a "merit good"), government subsidies for which would need to be reduced drastically. (op.cit. 2004, p.1)
Barnett Tursunkulova (2005) has presented the picture of the private higher education in Central Asia. He says that the Soviet Union’s collapse was followed by discombobulating economic and social repercussions in the newly independent countries, including the education system. As in many other post-communist countries, a large number of private universities were established. However, while some argue that these new universities challenged the existing state universities and the educational system in general, in Central Asia, most of the newly opened schools had but one purpose: to generate money for the owners or founders. According to Barnett ‘this main orientation of the newly private institutions has had a negative effect on the social stature of the private sectors in the region’. (Barnett, 2005, p.1) He may be right, if some empirical evidence about higher education of these countries support his comments.

Higher education policies and regulations are similar in much of this region. The exception is Turkmenistan, where no private institutions of higher education exist. The so-called state patrons—consisting of the president of Turkmenistan, deputy chairman of the government, and all the ministers—supervise and monitor higher education institutions in Turkmenistan. The patrons are also responsible for student admissions and the employment of graduates. Barnett (2005) states that:

_Uzbekistan joined Kazakhstan, Kyrgyz Republic, Mongolia, and Tajikistan as countries where legislation permits the creation of both state and non-state higher education institutions. Kazakhstan, Kyrgyz Republic, and Mongolia have the largest number of private universities. For example, Kazakhstan has 114 private universities and 50 state universities, and Mongolia has 29 private universities, while Tajikistan has only 2 (official) non-state universities. (Barnett, 2005, p.1)_

There are many similarities in the laws regulating private higher education in the region. The key document in each country is the education law. The other common feature is that the ministry of education regulates the educational system of each country. Also, several governmental agencies (various commissions, inspection agencies, etc.) enforce the law. The law stipulates provisions on licensing and accreditation of higher education institutions. Both licensing and accreditation are carried out by state inspection at least once every five years.
The state remains the only significant source of funding for the state universities and largely controls them. The state also controls private institutions—to some extent because the ministry issues licenses to such universities. Non-state universities can start functioning only if they receive such licenses from the state. In order to receive the license, an institution needs to comply with the set of norms—including a certain number of qualified full- and part-time staff and space provision for staff, students, and libraries, among other things. The ministry and other government agencies define this set of norms, as is common internationally. The ministry also approves the curricula, syllabi, and textbooks. Institutions can recruit and enroll students only if they have a license. Higher education institutions are obliged to show a student candidate this license and all other relevant documentation. Besides awarding the license, the ministry also recognizes all qualifications earned by the students.

Conclusion

From the review of higher education system of different countries, we can conclude that there is a worldwide trend of sharing of cost of higher education by its beneficiaries, students and their families. It includes charging tuition fees from the students and also the elimination of subsidy from facilities such as transportation, hostel charges, and the cost of meal. The developed countries have started reducing funding by increasing tuition fees payable directly by students and their families. For example, since 1985, higher education in the UK has witnessed a change in balance between different sources of income as well as a significance reduction in the core funding. Mace (1998) comments on the change in the university funding and says that, ‘the proportion of income provided by the government has fallen, even though in real terms the amount remained roughly constant’ (Mace, 1998, p. 76). The share of the government support to universities remaining constant means decrease in the government support and a substantial increase in income from non-government sources. Isani and Virk quote a World bank report, ‘in some countries, 100 percent of recurring cost of students welfare services, such as food and housing and 30 percent of instructional costs is being realized’ (Isani and Virk, 2005, p. 332). To maintain the quality sharing of costs of higher education by its beneficiaries is desirable. But it must be accompanied with an adequate provision of scholarships, and fee concession to the talented and needy students. Granting loans to the needy students may also be one the options. Increase in costs of higher education beyond certain limits may create problems of access and equity cannot be totally ignored in the country.
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INTERNET AND BEHAVIORAL CHANGE IN COLLEGE
STUDENTS IN PAKISTAN

A change in the social and working behavior of the college going students
due to arrival of Internet

By
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Abstract
This study is conducted to observe the impact of Internet on the
social and working behavior of college going students in
Pakistan. Majority of the students say that their knowledge has
been increased as compared to others and has improved their
writing and reading skills, and it has even helped them to
express their ideas before their professors through Internet.
Students are using Internet for doing their assignments,
projects and getting information related to their academics.
The use of Internet has a positive impact on the college
students, as they feel better in using Internet and gaining more
knowledge. The study is also conducted to see that how
relationships with friends and family are affected. The results
conclude that there is no negative impact on relationships,
although Internet has some negative effects on the student’s
behavior, but positive effects bring down its negativity.

Introduction
The Internet has revolutionized the computer and communications
world which never happened before. The invention of the telegraph,
telephone, radio, and computer set the stage for this unprecedented integration
of capabilities. The Internet is at once a world-wide broadcasting capability, a
mechanism for information dissemination and a medium for collaboration and
interaction between individuals and their computers without regard for
geographic location (Vinton G. Cerf, 2003). The Internet is an unprecedented
gateway to a vast wealth of knowledge and information, and its uses are

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virtually unlimited. The World Wide Web, although still young, is deeply ingrained in our culture and everyday lives. It’s a source of news, facts, and figures; a communication tool that allows millions of us to connect with each other every second of every day; a way to bank, invest, and shop; and an educational and entertainment medium that allows people from all walks of life to learn about the world and have fun doing it (Vonda M. Patterson).

Andrew Graham, Master Elect of Balliol has said: “You can shop, bank, vote, debate, argue, consult a doctor and get your degree over the net and do so all around the globe”. The Internet is often hyped as an excellent tool for facilitating collaboration between geographically distant people. Such collaboration occurs in a wide variety of areas including scientific research, software development, conference planning, political activism, and creative writing. (Cranor, 1996) The Internet has become an important form of communication in modern society, with a forecast of 500 million online globally by the year 2003 (October 1999 International Data Corporation Survey on Internet Usage). Its increased use and accessibility have led to cyber communities, where people of like minds and common interests transcend geographical barriers and communicate with one another on a range of subjects, some trivial, some controversial, and some intensely private. (Frankel, 1995)

Literature Review

“Technology is the tool, not the end. We have to keep that in mind or (The technology) will not get used,” said Don Bialek in 2001. Harvard computer experts got a glimpse of an educational future filled with virtual experiences and real time information gathering along with a warning that education, not technology, should drive the coming changes. The day-ending panel discussion presented a future in which the Internet, computers, and other technology enhance rather than replace the current educational experience. The Internet will remain a positive force in our society to the extent that people use this new technology in responsible ways (Powell 2001). The tempo of the IT revolution is revealed in this study. The changing behavior pattern, released by The Dawn, about the habits and opinions of 85 male and 65 female (150 in total) Internet users from different areas of Karachi, all from different professions. 75 percent Internet users are in the age bracket of 18 to 25 years of age while the remaining 25 percent are from the other age groups. The average amount spent on the Internet by individuals in the range of Rs600-800 per month. Among the patterns of use, students are among the top Internet users with 40 percent ratio followed by engineers (24.67 percent), doctors (11.33 percent), accountants (5.33 percent), and
remaining 18.67 percent share goes to users who belong to different professions. *(The Dawn, March 14, 2002).* According to the 9th WWW User Survey conducted by Georgia Tech (GVU’s 9th WWW user survey, 1998), the WWW’s youngest users (11-20) use the web mainly for “entertainment” (81 percent), “education” (70 percent), “time wasting” (67 percent), and “personal information” (60 percent). The Questions asked from students how long they have been using the WWW, how many times per week, and how many hours per week they use the WWW. To the question, “For how long have you been using the World Wide Web?” the most common response was “1-2 years” (32 percent), followed by “more than 2 years” (29 percent), “6 to 1 year” (23 percent) and “less than 6 months” (17 percent). To the question, “Approximately how many times per week do you use the World Wide Web?” the most common response was “1-2 hours” (34 percent), “less than 1” (33 percent), “3-5 hours” (20 percent), “6-10 hours” (9 percent), and “10+hours” (5 percent). *(Ebersole)*

The impact on behavior is somewhat surprising on relationships involving the user and members of the use’s family. However, with other family members some examples show why this is so surprising. *(Young, 1999)* A grandfather and granddaughter are reunited on the Internet after losing contact for eleven years due to breakup of the family. They now chat regularly on the Internet and get together frequently in person. Through a chance encounter in an American Online chat room, two cousins are reunited after having lost contact for forty years. They now see each other frequently on face-to-face basis. A mother chats regularly with her son who attends college in a different state. The low cost of using online relative to long distance phone charges promotes more frequent interaction. An overwhelming majority, nearly 75 percent of the respondents, believes that online is having a positive impact on their lives. A relatively small percentage, about 6 percent, believes online has adversely affected them. Even allowing the margin for optimism on the part of the respondents, there are a very sizeable percentage of people who believe their lives are better off because of their online experience. As this study has shown this overall positive assessment is an account for by the fact that people in this survey believe their social and family lives have been favorably impacted by their use of online. In addition, there are two other areas that respondent believes have been favorably impacted: their physical/mental health and their work lives *(Junnarkar, 2000).* A study by the Pew Internet and American Life Project reveals that teenagers’ use of the Internet plays a major role in their relationships with their friends, their families, and their schools. Teens and their parents generally think use of the Internet enhances the social life and
academic work of children. However, the Internet has a pivotal role in the lives of American teenagers, and there are aspects of the Internet that cause strain and make children and their parent’s worry that these technologies are not an unqualified good in teens’ lives.

According to this study, about half of online teens (48%) believe that the Internet has improved their relationships with their friends. America’s youth do not believe the Internet takes much time away from friendships. Some 61% of online youth say teens’ use of the Internet does little or nothing to detract from the time teens spend together, while only 10% say it takes away a lot of time they think young people would otherwise be enjoying in the company of their friends. In fact, most teens (61%) do not think that the Internet helps their relationships with their families at all. Almost two-thirds of online teens (64%) express a generalized concern that young people’s use of the Internet takes away time they would spend with their families. Some 69% of girls say that and 59% of boys agree. There is also strong agreement among parents and teens that use of the Internet helps youth at school. In addition to being a key resource for school, material on the Web teaches children in other ways. It helps establish their tastes and fills in their gaps of knowledge on sensitive subjects. According to the effect of the Internet on the quality of education today at Internet has significantly bridged this gap and students can interact with their teachers as well as other students in real time. The ever-changing technology also ensures that geographical distances need not be a constraint for people to interact in real time. However, the role of the Internet has not been limited as a facilitator of education. It has adversely affected the time children spend on reading. The role of the Internet has been tremendous in this respect and is considered to be one of the main reasons that have caused a general decrease in the student's ability to read and write well. Although the multitude of its uses, presents us the advantages of the technology revolution, the advantages actually have been effectively masking the negative aspects of the Internet and its terrible social effects. A study Internet’s impact on college students’ daily lives, and to determine the impact of that use on their academic and social routines. The results of the study showed that Internet use has had a positive impact on the college academic experience of the students. Nearly half reported that email enables them to express ideas to a professor that they would not have expressed in the class. Many college students also reported using the Internet primarily to communicate socially, with friends. (Jones and Madden, 2002) Where as (professional librarian, web search trainer, and lead site evaluator of the Search Portfolio web search product), in Site Lines states that some of the more interesting findings related to information-seeking by college students
include: Faculty don’t see the Internet as improving the quality of student work -- rather, they see the quality of student work worsened or at best unaffected by the web (slide 19); and 44% of faculty feels that plagiarism has increased as the result of Internet access (slide 20) (Vine, 2005). In this study (The Impact of Internet Use on Relationships between Teachers and Students) it is suggested that Internet use brought about unplanned as well as planned change in classroom roles and relationships. Specifically, it increased student autonomy, due to factors including increased student access to external resources, technical difficulties arising when all students tried to do the exact same thing on the Internet, and a reversal of the usual knowledge disparity between teachers and students. Internet use also frequently resulted unexpectedly in warmer and less adversarial teacher-student relations, due to factors including the tendency for Internet use to lead to small group work which in turn personalized student-teacher relations, increased student enjoyment and motivation, teachers’ discovery of unexpected Internet skills on the part of students who had not otherwise impressed them, and increased autonomy, which influenced the affective tone of student-teacher relations in direct and indirect ways (Janet Ward Schofield, 2003). A Study was conducted in order to gain an insight regarding the usage of Internet and behavioral trends among the youth in general. They are of the view that although Internet is being accessed by the youth daily for both educational and recreational purposes, but besides the fact that Internet provides a vast amount of positive information, there is an increased awareness of its potential dangers, especially to young people, i.e., there are negative impacts of using an Internet among the youth. In terms of human interaction, there is an indication that the more time people spend on-line, the less time they spend within their social environment, and some Internet users even get addicted to obsessive gambling and alcoholics. There are however conflicting views concerning the existence and pervasiveness of Internet addiction (Pat Bullen, Niki Harré, 2000). According to this exploratory study “Internet use among college students”, college student populations may be particularly susceptible to problems related to Internet use, and more specifically - excessive Internet use like developmental issues, difficulty in establishing real-life relationships, declines in social involvement and increases in depression. This study further suggested that Internet use might become a substitute for other social activities (Keith J. Anderson, Ph.D.).

The writer quotes the study conducted by Austin Gilliland. Being a college student, Gilliland has shared her views on the usage of Internet by the college students. She says that it is not so that students have become more dependent on Internet, but grown with the passage of time and the time we
have been in the college. She is of the view that use of Internet for researching is not an awful thing but the research done should be fruitful and the habit of plagiarism should be avoided whether it is done intentionally or unintentionally. And only dependency upon Internet should not be a habit of college students and they should also go to library and meet professors and gain information other than Internet. As Gilliland says: “The Web is a great first stop, but it shouldn’t be the only stop.” So other things and aspects of getting knowledge should be kept in consideration, and the students should try to think out of the box rather than just sticking to only a particular source as Internet for research purpose. (Christina Tran, 2003)

Methodology

The current research is conducted at Islamabad. The reason to choose specifically this city to conduct the current research study is that the information can easily be accessed from the city. To conduct the research, different colleges and universities are selected. In this study questionnaire technique is used to ask students about their responses.

Unit of Analysis

In this study, unit of discussion is the college students of Islamabad, aged between 18-25 years.

Hypothesis statement

“There is positive change in the social and working behavior of college going students due to arrival of Internet”.

Variables

- Change in working patterns
- Change in social Relations

![Diagram]

Sample Size

A sample consisted of 50 students are selected from the following universities and colleges:

- Bahria College Islamabad
• Iqra University Islamabad
• Islamic University Islamabad
• Islamabad College for Girls
• Punjab College of Commerce Islamabad
• Mohammmand Ali Jinnah University Islamabad

Data Collection

The data collected in this research study is based on the primary source of information by distributing questionnaires to the sample of 50 college students. The data for the literature review and for different references is collected through the secondary source of information and that include, different articles, search engines, books, magazines, newspapers, websites, research journals and reference books. For the result all the required data is collected to give this study some conclusions according to hypothesis of the study.

Findings

Age Group

Frequency in figure shows that those who belong to the age of 15-18 percent are 23.1 percent, those who belong to 25-30 years are 2.6 percent and those who are in the age group of 18-25 years are 74.4 percent. From this survey it is concluded that mostly students who are lying in the age group of 18-25 years. (Graph 1 is given in Appendix)

Gender

The students who are selected as a sample for survey take account of 48.72 percent females and 51.28 percent males. (Graph 2 is in appendix)

Frequency of using Internet

This graph shows the frequency of accessing the Internet by the college students 56.4 percent students say that they use Internet daily, 23.1 percent say they use Internet weakly, 12.8 percent reply they use Internet twice a month and 7.7 percent students reply that they use Internet on monthly basis. This analysis indicates that majority of students use Internet on daily basis. (Graph 3 is in appendix)

Place of the Internet access

This graph shows that place from where the students access the Internet. The survey reveals that 69.2 percent of the students access the Internet from home, 30.8 percent of the student access Internet from the place
of the study. This concludes that majority of student’s access Internet from their homes. (Graph 4 is in appendix)

**Internet usage hours**

This graph depicts the time students use to spend on the Internet. 41.03 percent students say they use Internet for 0-1 hours daily, 23.08 percent students say they use Internet for 5-6 hours and 35.9 percent of students use Internet for 2-4 hours. It means that majority of college students use Internet for 2-4 hours. (Graph 5 is in appendix)

**Purpose of using the Internet**

This graph shows for what purpose students use the Internet. 51.3 percent students use Internet for net surfing, 17.9 percent students use Internet for chatting, 15.4 percent use Internet for email checking, 5.1 percent use Internet for Internet gaming and 10.3 percent use Internet for all purposes mentioned above. The majority of students use Internet for study purpose. (Graph 6 is in appendix)

**Reason for above selected options**

66.7 percent students replied that they use Internet for the core purpose of studies. 12.8 said that it is a source of entertainment for them. 20.5 percent replied that there is not any specific purpose of using for them. According to them they use it when they have nothing to do. (Graph 7 is in appendix)

**Positive effect of Internet**

Internet has an impact on daily life specifically of students’ life. According to 46.2 percent out it has an effect on their study patterns, while 38.5 percent students’ replied that their social life has been effected, other 2.6 percent answered that their study patterns as well as their social life has been effected due to the Internet, according to another 5.1 percent of the students arrival of Internet has no effect on their lives. (Graph 8 is in appendix)

**Improvements due to Internet**

This graph shows what impact Internet has on the life’s of students. 69.2 percent students believe that Internet has increased their knowledge, 15.4 percent say it has increased their contacts, 5.1 percent it has improved their browsing abilities and 10.3 percent say that Internet has helped in increasing and improving all above mentioned things. The majority of college students believe that Internet has enhanced their knowledge. (Graph 9 is in appendix)
Sources employed to get required information

Mostly students use brick library, search engines, digital library or all above sources. 74.4 percent students use search engines to get the required information, 17.9 percent use digital library, 5.1 percent say they use brick library. This shows majority of college students use search engines for getting the requisite information. (Graph 10 is in the appendix)

More general knowledge than others

35.9 percent students strongly agree that Internet usage has helped them to increase their general knowledge as compared to those who are not using it. 46.2 percent students agree, 10.3 percent students disagree and 5 percent students had no opinion regarding this issue. (Graph 11 is in the appendix)

Effect of Internet

Internet, like other evolving the technologies, has so many advantages and disadvantages as well. During our survey, we have questioned the students to give their views regarding these advantages and disadvantages. We have mentioned these advantages as positive effects and disadvantages as negatives effects. Details of both effects are simultaneously given below.

Negative effect of Internet

Although Internet has so many advantages, on the other hand it has some negative effects as well. Some of its negative effects were questioned during the survey and their details are as follows:

23.1 percent students said Internet has negative effect on their studies due to Internet while 76.9 percent said it has no effect, 15.4 percent said Internet has negatively effected information access while 84.6 percent students said it has no effect, 28.2 percent said Internet has negative effect on entertainment while 71.8 percent said no impact, 35.9 percent believe communication is effected due to arrival of Internet technology while 64.1 percent say no impact, 43.59 percent students said Internet has negative effect on buying patterns and 56.41 percent said no impact, 41.03 percent said it has negative effect on cooking and 58.97 percent believe no impact, 58.97 percent believe that sleeping habits are effected by the use of Internet and 41.03 think no impact and 25.6 percent people say overall Internet is causing negative effect. This show the mostly sleeping patterns are more affected due to Internet as compared to others. (Graph 12-19 is in the appendix)
Positive effect of Internet
As we have mentioned above, Internet has so many advantages (Positive Effects). According to 76.9 percent of the students out of the sample of the students we have selected Internet has positive effects on their study pattern, while 23.1 percent said that it has no effect. 76.9 percent said that access to information has become easy for them due to arrival of Internet technology, 56.41 percent said that Internet is an addition to their entertainment sources, 43.59 percent said that it has no effect. 51.28 percent student said that it has positively effected their communication, whereas 36.46 percent said that it has not effected their communication at all. 33.3 percent students said that their buying patterns are getting improved, while 66.7 percent said that it has not any effect on their buying patterns. 23.1 Percent students believe that their cooking is getting improved due to Internet (may be access to new and many more recipes and style of cooking is adding to their cooking habits), 74.4 percent of the students think that it has no contribution to their cooking. 17.9 percent of the students think that due to the arrival of Internet their sleeping habits are getting better or they are getting more time to have a proper sleep because they are better able to finish their work efficiently. 15.4 percent students’ think that in general Internet has more of the positive effect on their lives then it has no effect or negative effect. (Graph 20-27 is in the appendix)

Internet has improved the working pattern
38.5 percent students strongly agree, 48.5 percent students agree, 5.1 percent strongly disagree, 7.7 percent disagree and 2.6 percent has no opinion about that Internet has improved the working patterns. (Graph 28 is in the appendix)

Reduction in visits to friends
15.4 percent students strongly agree that due to Internet use it has reduced the number of visits with friends because they prefer to spend more time with PC browsing through the Internet and communicate them online. 25.6 percent students agree, 25.6 percent strongly disagree, 28.2 percent students disagree and 5.1 percent students have no opinion about this issue. This shows majority of students disagree that Internet has reduced number of visits to the friends. (Graph 29 is in the appendix)

Reduction in time spent with parents
7.7 percent students strongly agree that there is reduction in time spent with parents due to Internet, 25.6 percent agree, 20.5 percent strongly disagree, 43.6 percent students disagree that Internet has reduced the time
spent with parents and family due to availability of Internet and 2.6 percent students have no opinion. Majority of students believe Internet has not reduced the time spent with the parents or family. (Graph 30 is in the appendix)

Friends become angry

7.7 percent students agree that friends become angry because of not spending time with them and because of too much surfing. 25.6 percent agree that Internet affects their relations with friends, 20.5 percent strongly disagree, 43.6 percent disagree that there is no effect of Internet on relations with friends while 2.6 percent students have no opinion regarding this issue. (Graph 31 is in the appendix)

Parents become angry

15.4 percent students strongly agree that parents become angry because of too much surfing and not spending time with them. 30.8 percent agree, 30.8 percent strongly disagree, 20.5 percent disagree and 2.6 percent students have no opinion. Majority of students believe that it is true that parents get angry due to too much surfing and not spending time with them. (Graph 32 is in the appendix)

Plagiarism

Plagiarism is increased due to Internet. 66.7 percent of students agree with it and 33.3 percent students believe plagiarism is not increased due to Internet. It means majority of college students believe that Internet is the reason of increased plagiarism. (Graph 33 is in the appendix)

Academic, social or lifestyle difficulties

46.15 percent college going students say that due to Internet they are facing academic, social and lifestyle difficulties while 53.85 percent students believe there is no impact on their social, academic and lifestyles. This shows that Internet is impacting academic, social lifestyle of majority students. (Graph 35 is in the appendix)

Dependent on Internet

64.1 percent students say that they are becoming more dependent in certain academic majors due to Internet while 35.9 percent students believe that they are not becoming dependent on Internet in certain academic majors. (Graph 36 is in the appendix)
Reading and writing skills
71.8 percent students say that Internet has helped them in enhancing there reading and writing skills, 28.2 percent students say that there in no improvement in their reading and writing style due to Internet. This shows that Internet has positive effect on students because it has increased the reading and writing skills of the majority. The students also believe that Internet enables them to express their ideas to professors that they would not have expressed in class. (Graph 37 is in the appendix)

Enabling in expressing ideas to professors
79.5 percent students believe that Internet has enabled them to express their ideas more clearly to their professors while 15.4 students believe Internet has no impact in expression of their ideas to professors. (Graph 38 is in the appendix)

Result of Internet on different aspects
30.8 percent students say that Internet results in personalized student-teacher relationship, 33.3 percent students say that Internet resulted in increased students enjoyment and motivation, 20.5 percent students say they use Internet because it results in discovery of unexpected Internet skills on the part of students, 12.8 percent students say Internet results in increased independence and 2 percent have no opinion. (Graph 39 is in the appendix)

Information authenticity
69.2 percent students say that the information available on the Internet is authentic and 30.8 percent college going students say that information available on Internet is not authentic. (Graph 40 is in the appendix)

Primary use for the web
There are 9 options to answer the question of primary use of the web, each ranging from 1-9. 1 stands for strongly disagree and 9 stands for strongly agree. Detail of each option is given below:

Education: 56.41 percent are those among the sample of 50 students who think that they use net for their study purposes. Other 10.26 percent strongly disagree with this opinion and said that education is not the primary purpose of using the web, while 2.56 percent were of the view that somehow they use net for their study purposes but it is not the primary purpose of using the web.
Shopping: 54.05 percent students said that they does not use web for shopping. In other words they have never done any transaction through net, but 16.22 percent are those who use web for shopping purposes. Although shopping is not the sole purpose of using web but in their privileges it comes on the top of the list, whereas 8.11 percent are of the view that sometimes they use web for shopping purposes but it is rare.

Information: Those who use net primarily to get information are 39.47 percent of the total sample used in this research, While 10.53 percent disagree with this. According to them getting information is not privileged purpose of using the web, whereas 5.26 percent is the lot with the thought that they are not at any extreme. For them using net to acquire information is of mediocre importance and some times they do use net to get information.

Entertainment: Entertainment is primary purpose of using web for 33.33 percent students, another 12.82 percent showed a strong disagreement. According to them, Internet is not source of entertainment at all. 5.13 percent were the student who ranged it average that means somehow Internet is a source of entertainment for them.

Communication: 34.21 percent students said that they use Internet primarily for communication purpose. Other 10.53 percent ranked it at worse extreme and they were strongly disagreeing. 7.89 percent were the students who said, though communication is not primary purpose of using web but still they use it for the purpose of communication.

Chatting: 31.58 percent of the students said that they use web with the privileged purpose of chatting then comes other things. 18.42 percentage students showed strongly disagreement with this factor, another 7.89 percent students ranked it on average that means they use sometimes they use web with the primary motive of chatting.

Health care: According to 16.22 percent students, they use web to get information about health care. They visit site from where they can get heath care information. Another 32.43 percent students said that they do not use web for health care purpose. 8.11 percent students were of the opinion that sometimes they use web for health care but not all the times.
News: 15.38 percent are the students who use web with the primary motive of getting updated news, whereas 17.95 percent student never used web to get news as their strong disagreement shows. While 5.13 percent students said that sometimes they use web to get news but it is rare. (Graph 41-48 is given in the appendix)

Conclusion
The data findings for the research are that Internet has changed the social and working behavior of college students. The hypothesis of this research is proved in data findings that the arrival of Internet has a positive impact on social and working behavior of the college going students. Data proves that the way they do things has changed due to availability of the Internet. The study is conducted to see the impact on, working patterns and Change in social Relations. According to the students, their working patterns are changing due to Internet. Research highlighted that around 82 percent students agree and 10.3 percent disagree that their knowledge has been increased as compared to others due to the arrival of Internet. 74.4 percent students’ state that they have started using search engines to get information; 17.9 percent say that they opt digital library and only 5.1 percent say that they visit brick libraries to get access to information. 64.1 percent students say that they have become dependent on Internet. 71.8 percent students believe that Internet has increased their reading and writing skills; 69.2 percent replied that information available on Internet is authentic; 79.5 percent students think that they are better able to express their ideas to their professors through Internet; 54.05 percent students said that Internet has very little effect on their shopping patterns; 45.95 percent believe that Internet has positive impact on their buying patterns. 56.41 percent students say that Internet is only a source of entertainment for them 51.28 percent say that Internet has significantly increased their communication.

Internet is affecting social behavior of students. According to survey: 25.6 percent students strongly disagree that Internet has not affected their visits to friends, while 15.4 percent strongly agree with this opinion; 20.5 percent disagree with the opinion that Internet has reduced their time spent with parents; 43.6 percent of the students disagree with the opinion that their friends become angry due to too much surfing on Internet; 30.8 percent strongly disagree, while 20.5 percent disagree and 30.8 percent students agree with the statement that parents become angry due to excessive Internet use.

On the whole, the data concludes that there is a change in the behavior of students and Internet plays a significant role in their working patterns, social relations and lifestyles. The students are more relying on Internet for
doing their assignments, projects and getting information related to their academics. There relationships are affected because they are spending more amount of time in front of computers. Communication, which once consisted of putting pen to paper, has now been reduced to a few key strokes and a click of a mouse; indeed, people are able to correspond via e-mail faster and easier than traditional mail services could ever hope to offer. The use of Internet has a positive impact on the college students, as they feel better in using Internet and gaining more knowledge, besides the fact that Internet is contributing a lot to the working patterns of the students; it has some negative affects as well. Internet use disturbs the sleeping patterns of the students; it has increased plagiarism among students. The survey depicts that although Internet has some negative effects on the student’s behavior but positive effects bring down its negativity. Although every evolving technology has its drawbacks but it contributes to the success of those who concentrate more on its brighter side.
Graph No 31
Friends become angry because of too much surfing

Graph No 32
Parents become angry because of too much surfing

Graph No 33
Plagiarism is increased in students

Graph No 34
Difference in time due to academic majors

Graph No 35
Academic, social or lifestyle difficulties due to internet

Graph No 36
More dependent in certain academic majors
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EFFECTIVENESS OF VISUAL AND IMAGE 
BASED CD FOR HEARING IMPAIRED STUDENTS AT 
SECONDARY LEVEL

By
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Myra Saleem

Abstract
The present research is aimed at investigating effectiveness of visual and image based CD for hearing impaired students at Secondary level. In order to conduct the research, Pretest was administrated to make the groups i.e. control and experimental, out of the specified sample of grade 7th. An image based CD was developed on the topic taken from the text book of science for grade 7th. Experiment was carried out at different times for control and experimental groups, but with the same physical environment. Posttest was administrated to both the groups at the same time. Readings of the results were taken and results were analyzed to draw the conclusion.

Introduction
Since much learning is acquired aurally, many hearing impaired students with hearing problems have both experiential and language deficiencies. Because they do not hear environmental noises and day-to-day conversation, hearing-impaired children miss a great deal of crucial information usually learned incidentally by non-hearing impaired children. Although students can overcome some of these problems to varying degrees through great investments of time, energy, and effort by parents and educators (Stredt, 2000). Such deficiencies continue to be fairly common within the hearing-impaired population.

Most students with hearing impairment use a variety of communication methods. The most frequently used method is a combination of speech reading (lip-reading) and residual hearing, which is often amplified by hearing aids. It is important to note, however, that speech reading is only a partial solution, since experts estimate that only about 30 to 40 percent of

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spoken English is distinguishable on the lips even by the best speech readers under the most favourable conditions.

Deafness is defined as “A hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification.” Thus, deafness may be viewed as a condition that prevents an individual from receiving sound in all or most of its forms. In contrast, a child with a hearing loss can generally respond to auditory stimuli, including speech. (Fersfield 1998). Hearing loss or deafness does not affect a person’s intellectual capacity or ability to learn. However, children who are either hard of hearing or deaf generally require some form of special education services in order to receive an adequate education. These are as follows:

- Regular speech, language, and auditory training from a specialist.
- Amplification systems.
- Services of an interpreter for those students who use manual communication.
- Favourable seating in the class to facilitate speech reading; captioned films/videos.
- Assistance of a note taker, who takes notes for the student with a hearing loss, so that the student can fully attend to instruction.
- Instruction for the teacher and peers in alternate communication methods, such as sign language.
- Counseling.

The children, who are hard of hearing, will find it much more difficult than children who have normal hearing to learn vocabulary, grammar, word order, idiomatic expressions, and other aspects of verbal communication (Kusuma, 2004). For children who are deaf or have severe hearing losses, early, consistent, and conscious use of visible communication modes, such as sign language, finger spelling, and/or amplification and aural/oral training can help reduce this language delay. By age four or five, most children, who are deaf, are enrolled in school on a full-day basis and do special work on communication and language development. It is important for teachers and audiologists to work together to teach the child to use his or her residual hearing to the maximum extent possible, even if the preferred mean of communication is manual.
People with hearing loss use oral or manual means of communication or a combination of the two. Oral communication includes speech, speech reading and the use of residual hearing. Manual communication involves signs and finger spelling. Total Communication, as a method of instruction, is a combination of the oral method plus signs and finger spelling. Different methods of education have been advocated and practiced – indeed the subject is one of the most debated in special education. While listening and speaking remain the preferred methods of communication for students with mild and moderate degree of impairment, for those who are profoundly deaf, alternative Manual Methods maybe needed. These methods include gesture, sign language (e.g. signed English, Auslan, American sign Language) sharing obvious characteristics in common but also having some unique features.

The advantages of computer-assisted learning have important implications for children with special needs generally, and hearing-impaired children in particular. Most children find micro-computers stimulating and highly motivating. A teaching programme usually presents individually-paced learning steps which are controlled by pupil children have immediate feedback to their responses, which is, of course, an efficient learning principle. But perhaps the most important point for a hearing-impaired child is the visual presentation of the material and potential for overcoming many of the obstacles to communication which the child may experience in other areas of learning. (Batod, 2006)

Currently, people with hearing impairments have little or no difficulty in using computers. The use of sound as a standard feature has been minimal, usually no more than a “beep.” Often, the beep is accompanied by some other indication of the error, so that missing the beep is not critical operation. The current study was designed to find out the effectiveness use of computer in the teaching of hearing impaired children.

**Methodology**

Experimental design of research was used. The population consisted on hearing impaired children studying in grade 7. Sixteen students were protested for the current study and divided into two equal groups-control and experimental groups. Control group was taught through conventional method and experimental group was taught through image based CD. CD was developed according to the lesson chosen from the science subject for grade 7. The experiment was conducted for six days-one period of 40 minutes per day. Pre-test comprised of objective type of questions, based on the previous knowledge on the selected topic, of the students. Post-test was developed in
order to evaluate the students' performance taught by two different methods i.e. control group through conventional method and experimental group with image based CD. Post-test consisted on four parts, each part having five questions. First part consisted on MCQ's, Second part was based on true/false, the third part was based on fill in the blanks, and fourth part was based on labeling the diagram. Pre-test and post-tests were the same for both the groups. Tests were marked, data was arranged and analyzed statistically,

Result and Discussion
In this research, data analysis through t-test paired sample (2 tailed) test was used for comparison between both experimental and control group. Table 1 shows the pre-test result of both the groups. Table 2 shows post-test result of both the groups.

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<th>Table 1</th>
<th>Pre-test result of both the groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Paired 1 Pretest A</td>
<td>11.5000</td>
</tr>
<tr>
<td>Posttest B</td>
<td>9.8750</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paired Difference</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>T</th>
<th>Df</th>
<th>Sig (2 tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest A</td>
<td>1.6250</td>
<td>2.1339</td>
<td>2.154</td>
<td>7</td>
<td>.68</td>
</tr>
<tr>
<td>Posttest B</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 2</th>
<th>Post-test results of both the groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Paired 1 Pretest A</td>
<td>15.75</td>
</tr>
<tr>
<td>Posttest B</td>
<td>11.88</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paired Difference</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>T</th>
<th>Df</th>
<th>Sig (2 tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest A</td>
<td>3.88</td>
<td>3.94</td>
<td>1.779</td>
<td>7</td>
<td>.027</td>
</tr>
<tr>
<td>Posttest B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The above noted tables reveal, experimental group N=8 and control group also N=8. Post-test table that shows that experimental group mean is 15.75 and control mean is 11.88, so the difference in mean is 3.88 which is a significant difference. The standard deviation of experimental group is 3.06 and control group 3.00. From statistical analysis, the value of t was interpreted against the level of significance where the significance level is .027 and the calculated value is 2.77. As the calculated value of t is greater than tabulated value (2.77>1.8) with 7 degree of freedom at 0.05 significance level.

The Research was aimed to analyze the learning capability of the students with an interactive CD. CD was specially designed to teach the hearing impaired children in an interactive manner. The students were happy to have a new and interesting way of learning. They responded positively. A few problems arose during the research as the medium of teaching science at Sir Syed Academy was Urdu, and for that reason the conversion from English to Urdu consumed major portion of efforts and time. They were overjoyed on the running of the CD instead of conventional method of teaching. It was noticed that the general media of communication, being used, was sign language whereas at international standards total communication method is used. This could be the reason of students been interested in the CAI for this lesson. The results showed improvement in learning through CD. The pre-test and post-test scored were different. The post-test scores depicted improvement in the learning capability of the students and thus result shows a positive inclination. Pre-test was taken from the lesson of 5th class because related information on plants was only available in 5th class science.

The mean scores of both groups were not the same in post-test. There was great difference between mean and standard deviation of both groups. The mean scores of experimental group were more than control group. The reading of mean scores and standard deviation of both the groups of post-test carried significant difference. But the value was more than tabulated value at 0.05 significance level in table with 7 degree of freedom which shows there is significant difference between the mean of both the groups. The mean value and standard deviation of group A in the post-test had increased as compare to the value of pre-test which shows that teaching with CD had greatly differed in academic achievements of hearing impaired students.
REFERENCE


COMPARATIVE STUDY OF STUDENT SUPPORT SERVICES IN ALLAMA IQBAL OPEN UNIVERSITY AND UNITED KINGDOM OPEN UNIVERSITY

By
Mrs. Amtul Hafeez

Abstract
This paper deals with the issue of comparing the availability, quality, similarities and differences of student support services in the Allama Iqbal Open University (AIOU) and the United Kingdom Open University (UKOU) and also to identify and enlist the deficiencies that AIOU students are facing in the student support services. The recommended suggestions for upgrading the student support services have also been highlighted. After the study of related literature, three questionnaires for Regional Directors, tutors and students were developed on five point rating scales, validated, tried out and administered. Thence, the score on each item was analyzed by applying percentage and mean score formula.

The major findings were drawn keeping in view the fact that the student support services of AIOU are quantitatively developing rapidly on the lines of UKOU, through regional campus of both institutions almost have the same status in the provision of student support service; yet the UKOU students have better services in the guidance and counseling modern communication facilities and career guidance. Moreover, open university student association also exist in UKOU.

The conclusions had led the researcher to recommend that AIOU regional campuses have to be made independent like UKOU; counseling and guidance cell might be established at every regional campus; modern communication facilities like toll free, auto answer may be provided at AIOU regional campuses.

* The writer is working as Lecturer in Distance and Non-Formal Education Department, AIOU, Islamabad.
**Introduction**

The success of distance education system largely depends on the effectiveness of its student support services. The ways and means used to provide additional help to distance learner besides instructional material is called “support services”. It refers to the help which a distance learner receives along with the learning materials. It has many forms, i.e. face to face teaching, computer mediated communication, counseling, workshop, telephone tutorial, tutorial support, etc. (Rashid, M. 1998)

There are many models of distance education in the world, which provide student support services through their regional networks. The present study reflects the comparison of student support services of AIOU and UKOU. The student support services comprise of a cluster of facilities and activities that are intended to make the learning process easier and more interesting for the learner.

Student support services in distance education serve as the interface between institution and the learner. The organization and functioning of student support services are related to the activities/products of different sub-systems of distance education, and focusing learning process towards curricula development, course materials preparation and delivery mechanism. In this regard, Sewart D. (1993, p.21) points out that the structure and activities of student support services are dependent upon:

i. The infinite needs of the clients.
ii. The educational ethos of the region and of the institution.
iii. Dispersal of the student body, availability of resources, curriculum and product of the course production, sub-system; and
iv. Generic differences (extent of heterogeneity) of the target group.

Student support services at each level, therefore, have its own specific duties and functions to facilitate the process of networking, which help and strengthen the delivery system of distance courses at different levels.

The student support services eventually aim at compensating for the absence of live support from teacher for the benefit of the isolated individual learner and making the necessary basic facilities, available to the student directly or indirectly. These services play the role of relay station (Sharma, 1998, p.37).
The support services refer to any service other than the actual course material, which an institution provides to its learners to realize the instructional objective of the course (Gupta, and Gupta, 2002). A part from helping the students in learning and comprehending the course material supplied to them, the queries also should be answered as and when required, and information needed by the students should be supplied to them (Aggarwal, 1997, p.16). However, the student support services sub-systems probably appear to be the most difficult sub-system to manage (Power, 2000).

The salient objectives of the student support services in a distance education can be summarized as under:

i. To help the learners to fruitfully utilize the learning package by augmenting it with academic support services,
ii. To help them make their choice and decisions by providing administration and information support,
iii. To reduce their sense of isolation caused by distance and consequent lack of regular personal contact,
iv. To provide learners with access to resources and opportunities for personalized interaction whether mediated or free to face (Moaler, 2001).

Sharma (1998, p.41) found that the main drawback of the system is the weak student support services. As a result, the distance learners are dissatisfied, frustrated, confused and they are dropping out from the system.

So, students support services is the provision of distance to meet student’s need. It provides advice on study skills, career choice, accommodation, part time employment, personal and interpersonal development, medical matters, scholarship, financial difficulties and other things. The services exist to address needs or problems which students may in order to allow them to concentrate more fully on their studies.

Different authors presented different models of student support services in their own way. There are two basic models for providing the students with support services. Chicano-Duce, (2002, p.32) has described the basic models in the following lines:

_The first model depends entirely or primarily on non-contiguous communication. The two-way communication between learner and institution is conducted through a variety_
of media such as written, audio or video recorded or telephones communication.

The second model incorporates face to face contact into support relationships. The non-contiguous model is least costly to administer and is as effective in facilitating student’s success as face-to-face model.

Tallman, (2000, p.83) has commented in this way:

The student support services of distance education often include an orientation component which student’s dialogue with a representative of the distance education faculty or staff regarding the suitability of the programme and its reference to the needs and contact of the student.

The Department of Distance and Non-Formal Education conducts orientation workshops, for example orientation workshop of M.Phil students in the first semester for system orientation and tips for studying and solving of assignments.

However, the student support services means to provide help/assistance to the distance learner. Open universities provide student support services through regional networks. These non-formal institutions provide pre-admission, guidance and counseling to the students. These non-formal institutions provides information about admission procedure, post choice, financial difficulties, accommodations, some personal problems which effect the student’s studies. The regional campuses provide student support services like tutorial services and their communication services. The main purpose of the student support services is that the students fully concentrate on their studies.

**Regional Student Support Services of United Kingdom University**

Tutorials are the most important segments of distance education system. Many students find them very helpful and that some students have found them to be invaluable in supporting their studies. Tutorials provide opportunities for students to enhance their understanding of course material and to address any area of difficulty which may have been encountered, to participate in group activities and discussions which help and give a wider dimension to their studies, to meet their tutor in person, to establish valuable links with other students taking the same course.
According to the report of the National Committee of Inquiry into Higher Education and Government’s Plan for Funding and Student’s Support UK (1997, p.13) the following facts come to light:

_The open university attaches great importance to the local and personal support that it provides to its students. It has developed a national system of tutorial support, assessment and counseling that allows for interaction between students and tutors in a variety of ways. Tutor (now called Associate Lecturers) mark the assignments submitted by students and provide detailed written feedback on each essay. They meet students in tutorials and they keep in contact through telephone or computer network, either individually or collectively through audio/ computer conferencing._

Guidelines for the students on the formation of self help group are available from the regional student services. If student group wish to meet at a local open university center, it can book a room through tutor services at the regional centers. If any student unable to attend the scheduled tutorials tutor may be able to assist student over the telephone, or offer an occasional individual face to face session with the students.

**Statement of the Problem**

Comparative Study of Student Support Services of Allama Iqbal Open University and United Kingdom Open University.

**Assumptions**

The following were the assumptions of the study:

i. Student support services contributes directly to the success of the distance education.

ii. Regional directors, students and tutors who responded to the questionnaire provided unbiased perceptions of student support services.

iii. Student support services provided at AIOU can be improved.

**Methodology**

Present study deals with a comparative study of students support services of Eastern and Western universities with special reference to AIOU and UKOU. The student support services of both universities were studied in order to carried
out the differences and similarities existed between them. The documents and student support services of the both universities were studied, analyzed and compared. Tools like internet, survey and questionnaire were used. After analyzing of related literature three questionnaires were constructed in English language on five point rating scale for regional directors of the regional campuses, students and tutors of both the universities. After professional validation and try out, these were mailed to regional directors, students and tutors of UKOU through air mail and questionnaires were administered to the regional directors of AIOU under pre-paid postage while the questionnaires for students and tutors of AIOU were distributed personally. Thirteen questionnaires were sent to UKOU regional directors and 12 came back, while 10 questionnaires sent to AIOU regional directors and 10 came back. 86 out of 102 questionnaires from students of UKOU and 74 out of 86 from student of AIOU received back. From the sample of tutors of UKOU 34 out of 41 and tutors of AIOU 30 out of 33 filled questionnaires received back. Each response was given a numeric value. The data was calculated by frequency of occurrence, mean score and percentage as given in different tables below:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Statement</th>
<th>University</th>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students are entertained positively when they visit the regional campus/center.</td>
<td>UKOU</td>
<td>SA</td>
<td>12</td>
<td>100</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>A</td>
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<td>-</td>
<td></td>
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<td>DA</td>
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<td></td>
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<td>SDA</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AIOU</td>
<td>SA</td>
<td>6</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td>2</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>UNC</td>
<td>2</td>
<td>20</td>
<td></td>
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<td>-</td>
<td>-</td>
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<td></td>
<td></td>
<td>SDA</td>
<td>-</td>
<td>-</td>
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</tr>
</tbody>
</table>

Table 2
Communication facilities

<table>
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<tr>
<th>S. No.</th>
<th>Statement</th>
<th>University</th>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Regional campus equipped with communication facilities of</td>
<td>UKOU</td>
<td>SA</td>
<td>12</td>
<td>100</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td>UNC</td>
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<td>-</td>
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<td></td>
<td></td>
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<td>DA</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>S. No.</td>
<td>Statement</td>
<td>University</td>
<td>Level</td>
<td>Frequency</td>
<td>Percentage</td>
<td>Mean Score</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------</td>
<td>------------</td>
<td>-------</td>
<td>-----------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>3.</td>
<td>Regional campus is fully equipped to meet the need.</td>
<td>UKOU</td>
<td>SA</td>
<td>82</td>
<td>89</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td>10</td>
<td>11</td>
<td>5.0</td>
</tr>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td>SDA</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AIOU</td>
<td>SA</td>
<td>46</td>
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<td></td>
<td></td>
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<td>4.2</td>
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<td>8</td>
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<td>DA</td>
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<td>16</td>
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<td></td>
<td></td>
<td>SDA</td>
<td>-</td>
<td>-</td>
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</tbody>
</table>

Table 4
Availability of equipment at study center

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Statement</th>
<th>University</th>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Sufficient equipment is available at study centers to meet the student needs.</td>
<td>UKOU</td>
<td>SA</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td>64</td>
<td>70</td>
<td>3.6</td>
</tr>
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<td></td>
<td></td>
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<td>DA</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SDA</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>AIOU</td>
<td>SA</td>
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<td></td>
<td></td>
<td></td>
<td>A</td>
<td>20</td>
<td>27</td>
<td>2.3</td>
</tr>
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<td></td>
<td></td>
<td>UNC</td>
<td>36</td>
<td>49</td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td>4</td>
<td>5</td>
<td></td>
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<tr>
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<td></td>
<td></td>
<td>SDA</td>
<td>14</td>
<td>19</td>
<td></td>
</tr>
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</table>
Table 5
Guidance and counseling center

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Statement</th>
<th>University</th>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Special guidance and counseling center is established at regional campus.</td>
<td>UKOU</td>
<td>SA</td>
<td>92</td>
<td>100</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td>-</td>
<td>-</td>
<td></td>
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<td>UNC</td>
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<td>SDA</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>AIOU</td>
<td>SA</td>
<td>-</td>
<td>-</td>
<td>1.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td>4</td>
<td>5</td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td>UNC</td>
<td>14</td>
<td>19</td>
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<td></td>
<td></td>
<td></td>
<td>DA</td>
<td>16</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SDA</td>
<td>40</td>
<td>54</td>
<td></td>
</tr>
</tbody>
</table>

Table 6
Opinion about availability of study material

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Statement</th>
<th>University</th>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Upto date study material is available at study centers.</td>
<td>UKOU</td>
<td>SA</td>
<td>2</td>
<td>6</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td>30</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>UNC</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DA</td>
<td>2</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SDA</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AIOU</td>
<td>SA</td>
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<td>1.6</td>
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<td>UNC</td>
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<td>-</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>DA</td>
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<td></td>
<td></td>
<td>SDA</td>
<td>24</td>
<td>80</td>
<td></td>
</tr>
</tbody>
</table>

Findings
1. In both UKOU and AIOU, the students are entertained positively when they visited the regional campuses.
2. In both UKOU and AIOU, the regional campuses have the communication facilities of telephone, internet, e-mail and fax.
3. The regional campuses of both UKOU and AIOU, have the answer phone facility, but in UKOU answer phone facility was better than AIOU.
questionnaires for students and tutors of AIOU were distributed personally. 13 questionnaires were sent to UKOU regional directors and 12 came back while 10 questionnaires were sent to AIOU regional directors and all the 10 came back. 92 out of 102 questionnaires from students of UKOU and 74 out of 86 from student of AIOU received back.

From the sample of the tutors of UKOU, 34 out of 41 and tutors and of AIOU 30 out of 33 filled questionnaires received back. Each response were given a numeric value. The data was calculated by frequency of occurrence, mean score and percentage. On the basis of analysis of data, findings were drawn, conclusions were made and recommendations were proposed.

Conclusion

Keeping in view the findings of questionnaires, the following conclusions were drawn:

1. Both universities have adopted the same procedure of student support services.
2. Student support services of AIOU are developing rapidly on the lines of UKOU.
3. UKOU regional campuses provides counseling and guidance, career guidance and computer assisted career guidance services to the students while AIOU does not provide such services.
4. UKOU provide the job searching information booklet to students while AIOU does not provide such booklet.
5. Students of UKOU enjoys the learning study skills opportunities while AIOU students deprive of such opportunities.
6. UKOU student also enjoys the Open University student associated (OUSA) while AIOU does not form such associated.
7. Though regional campuses of the both universities have the efficient running libraries, yet facilities provided are different. Again UKOU students enjoy more electronic facilities.
8. UKOU provides separate assistance to the students with disabilities while AIOU does not provide such service.
9. UKOU regional campuses mostly use mass media to provide the different information to the students while AIOU regional campuses less use this media.
10. UKOU organizes orientation sessions for students to understand the programme and procedure while AIOU does not do so.
11. Tutors of both universities welcome the students other than tutorial session.
12. UKOU organizes tutor training workshops for professional betterment of tutors while such training is not practiced by th AIOU.

Recommendations

In the light of the data analyzed, documentary comparison and on the basis of findings, following recommendations are made for AIOU:

1. Regional campuses may be given independent status as min university like UKOU campuses.
2. Modern communication facilities like toll free phone, voice mailbox, auto answer may be provided at AIOU regional campuses.
3. Prompt responses to the student calls may be ensured.
4. Daytime, evening and weekend student queries services may be started/ practiced at every regional campus.
5. Orientation workshop/ seminar for understanding the system/ courses may be organized in each semester.
6. AIOU student association may be founded on the lines of OUSA of UKOU.
7. The study centers may be adequately equipped with reference material and audio-visual aids.
8. Tutor training may be compulsory to every tutor.
9. Tutor may be accustomed to give encouraging and guidance comments on assignments.
10. Assignments may be returned well in time to the students with detail instructions.
11. Counseling and guidance cell may be established in every regional campus.
12. Career guidance and computer assisted career guidance services may be provided at every regional campus.
13. Booklet about student support services may be provided to every new student.
15. Regional library may be equipped with sufficient reference material and audio-visual aids.
16. Trained and qualified staff may be appointed at every regional library.

17. Learner helpdesk may be established at every regional library on the lines of UKOU.

18. Off campus and on campus book borrowing may be allowed.

19. Book bank may be founded for needy student at every regional campus.

20. Further work and research for up grading the student support services may be conducted.

REFERENCES


AN IMPACT STUDY IN SCIENCE TEACHING OF
COMPUTER ASSISTED INSTRUCTION AT ELEMENTARY
SCHOOL LEVEL IN PAKISTAN

By
Dr. M. Ramzan
Dr. Farida Azim Lodhil

Abstract

The Computer Assisted Instruction (CAI) is at its initial stage in our schools. It has already become a part and parcel of the teaching-learning process in nearly all the developed countries of the world. This study will highlight the possible outcomes of the CAI and even guide the teachers, planners and the parents in their future course of action in adopting it as an essential approach in the instructional process.

The objectives of the study were: to compare the effects of the CAI with the traditional methods of instructions; to compare the effects of the CAI and the traditional methods of instruction on the retention of the students; to find out the more viable approach of teaching physics between the CAI and traditional approaches at the secondary school students.

The topics of Machines and Energy were chosen to be taught to the students. The Pretest consisted of a twenty items test covering both these topics, which the students have studied during their VIII class in the General Science book by the same teachers in the same school. Then, a treatment of 20 days was given to the experimental group in which the topics of Machines and Energy from the IX class physics book were taught through CAI and the controlled group was taught in the traditional, blackboard and chalk method. After the treatment, a posttest consisting 20 items upon the same topics was given to both the groups and the results were compared.

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Theoretical Framework

Broadly speaking, the knowledge consists of facts and theories that enable one to understand phenomena and to solve problems (Dalen, 1973). These theories and facts are learnt through formal and informal means. A good portion of human knowledge is obtained informally outside the boundaries of the classroom or institution. But, much of the education involves transmitting to the young the skills, beliefs, attitudes and other aspects of behavior which they have not previously acquired (Brookover, 1955). This needs an organized and careful execution under the supervision and guidance of a teacher within an institution in the classroom situation.

Teaching is the systematic presentation of facts, ideas, skills and techniques to the students (Encarta Encyclopedia, 2002). The society always adopts new measures and methods to improve the teaching and learning process in the institutions. More emphasis is put upon the improvement of the teaching and instructional strategies. Considering the various demands of the society and studying and comparing the changes occurring in the contemporary teaching techniques in the advanced countries of the world, the government of Pakistan also makes regular attempts to improve the quality of education in the country. This all is reflected in the reports of various commissions, the education policies and five year plans. Pursuing the long-term strategy, the national curriculum is going through a series of extensive reviews, the need of assessment studies, various curriculum development approaches etc., (Tahir, 2003).

Approaches towards teaching process have been substantially modified during the 1960s and 1970s. These approaches were based upon the belief that both human and nonhuman resources (teachers and media) could be parts of a system for addressing an instructional need the latest source used in the teaching process is computer. Although its use as a source of instruction is more than 50 years old, but the introduction of the computer assisted instruction in the Pakistani schools is taking its roots just recently. Computer Assisted Instructions (CAI) refer mainly to drill and practice, tutorial and simulation software (Roblyer et al, 1997). Drill and practice means the question answer programmes where feedback or correction occurs simultaneously. For example, flashcard games and teacher made objective type tests where the students have to choose the right answer and their selection is responded by the computer as correct or incorrect. Tutorial means complete information and instructions about a specific topic. For example, software with tutorial activities about the properties of light. Simulation is a
computerized model of a real or imagined system, designed to teach how a certain system or a similar one works. For example, a flight simulator in which students simulates piloting an airplane or a vehicle, which is a dangerous experiment to perform in the school environment (Encarta Encyclopedia, 2002).

The components of CAI are computers with sufficient memory storage capability, C.D ROM, D.V.D, floppy, printers, different kinds of computerized encyclopedias and dictionaries and online service.

The NWFP education department under the directions of the provincial government, arranged for the establishment of computer labs in the government schools in the year 2001 (Dir. Sec. Edu. NWFP, 2001). Therefore, at present many government schools possess such labs in working condition, especially in the Abbottabad district. Side by side the Intel Corporation with the support from Microsoft started a programme by the name of “Teach the Future” for the school and college teachers in Abbottabad. The aim of this programme was to help teachers discover how to turn the power of computer technology into teaching tools that captivate students, motivate them and ultimately move them towards greater learning (Intel, 2001).

One basic difference between the natural sciences and humanities is that the findings about the formal are free of any personal bias and anybody, anywhere in the world can check their authenticity while the humanities, on the other hand yield different conclusions from man to man. There are no subject areas in which observation and experience are more fundamental for the gaining of knowledge and understanding than in the field of the science (Crow and Crow, 1930). Through the capability of recording the investigations and experiments, it has become possible to preserve the scientific studies and discoveries as a mass of accumulated data upon which a continued expansion of scientific knowledge and its application can be built from generation to generation. This means that the discoveries made in the field of science, old and new, are well preserved and may be presented to the learners in different forms. The work of the teacher is specialized depending on the structure of knowledge in the course or syllabus being taught. Thus, not only the English is different from Physics, but the philosophical assumptions and sociological characteristics of each discipline and even departments within them, appeared to be varied. One department may see truth as personal meaning, another as, empirically verifiable fact, and so forth (Bess, 2000).

This proves that the methods of teaching need careful selection while teaching different subjects. He may adopt any method, technique and strategy to
make his instructions to be fruitful. There is a great difference between method, technique and strategy. A method is an overall procedure or process to achieve certain goals. Techniques of teaching are the day-to-day activities, which the teacher may design for a particular lesson. A strategy is the organization and the coordination of these techniques to practice the method which would achieve the desired goals (Dhand, 1990).

According to the dictionary of education, the meanings of teaching are to impart knowledge or skill to another one; to give instructions to other person and to educate or to train someone (Advanced learner’s Dictionary of Education, 2000). Teaching strategy refers to the planning and the directing of the teaching process. The teaching strategy is a generalized plan for a lesson, which includes structure, desired learner behavior in terms of goals of instructions, and an outline of planned tactics necessary to implement the strategy (Lawton and Denis, 1981). It shows that teaching strategy varies according to the situation. For example, pure sciences can only be taught through verifiable examples, illustrations, figures, diagrams and experiments. Collection and interpretation of data on scientific bases is necessary as well. Therefore, teaching of a science does not involve just the learning of the laws by heart and applying them to solve the problems presented in the exercises given at the end of each chapter of the book. In fact, it should deal with the conceptual understanding, critical thinking, analytical abilities and application of the learnt concepts to the similar situations. Most students who receive consistently clear presentation, will be able to compare and contrast the concepts. (Lawman, 1984). Hence, the personality development and growth of different kinds of abilities in the students largely depend upon the kinds of strategies chosen by the teacher in the process of teaching.

Traditional Versus Progressive Teaching

The relationship between teaching and learning and the norm as to what and how teachers teach and how and what learners learn, has long been a subject of controversy. The two, sometimes extreme, positions adopted by those who engage in it can be loosely described as, on the one hand traditional and on the other progressive (Newsam, 2002). The traditional position starts from the assumption, taken to be so obvious as not to be open to question, that the purpose of teaching is to ensure that those taught acquire a prescribed body of knowledge and set of values. Both knowledge and values are taken to reflect a society’s selection of what it most wants to transmit to its future citizens and requires its future workforce to be able to do. An important characteristic of this traditional view is that it seeks to convey what is already known and, at some level, approved. The relationship between teacher and learner is thereby determined. The learner is seen as the person who does not yet have the required knowledge or
values and the teacher as the person who has both and whose function it is to convey them to the learner. In this approach the teacher holds the central position and the learner own just the secondary one. He will have to learn every bit of knowledge and adopt every kind of habit, which the teacher wants to inculcate within him at the pretext of the society.

The opposed view, broadly described as progressive or child-centered, starts from the learner rather than from any predetermined body of knowledge. On this view, the function of the teacher is to be aware of each child’s capacity and stage of development. The primary importance of children’s learning, which in turn is taken to depend on that stage of development, requires each of those stages to be seen as important in its own right rather than as a preparation for some later stage. In the words of the Report of the Consultative Committee on the Primary School curriculum itself tends to be seen as open-ended and inquiry-based: “the curriculum is to be thought of in terms of activity and experience rather than of knowledge to be acquired and facts to be stored.” This approach helps in exploring the creativity of the learners and developing all aspects of behavior. The traditional methods of teaching cannot do all this where the student is not sufficiently motivated to learn. The traditional education’s perception of children, in an extreme form, was described by Charles Dickens in his famous novel Hard Times as, “little vessels arranged in order, ready to have imperial gallons of facts poured into them until they were full to the brim. (Dickens, 1854). Unfortunately, in our schools, the traditional teaching approaches are still used in one or the other form. In this regard the two most common strategies adopted for teaching the science subjects are the lecture Method and the Laboratory Method.

After defining the traditional and progressive approaches of teaching and having discussed the two most common methods of teaching in vogue, in our schools we come to the conclusion that these methods seems to be lack in delivering satisfactory results in our education system. Therefore, additional efforts with a kind of idealistic touch are necessary to cause innovations to penetrate traditional fields of instructions (International Newsletter on Physics Education, 1995).

The purpose of education is not just the dissemination of the facts and knowledge by the teacher, and understanding and learning it by heart is the responsibility the student. Information is useless unless it is analyzed. The process of analyzing facts is, of course, what students habitually do in their various subjects. The ways of collating, systematizing, and evaluating information may provide a point of integration between social education and subject programmes. Ordering information is also what computers do best and it is likely that you will
try to give students access to microcomputers for this purpose. Listening and categorizing are simple data processing tasks and offer good basic experience to students (Collins, 1991).

Different kinds of teaching methodologies are being experimented since several decades to make the process of learning more effective. Numerous techniques by psychologists, educationists and planners have been introduced as the situation demanded. For example, apart from teacher, textbook and blackboard situation different sorts of Audio-visual aids have been used to clear the children’s concepts of the abstract ideas. Studies in the psychology of learning suggest that the use of audiovisuals in education has several advantages. All learning is based on perception, the process by which the senses gain information from the environment. The higher processes of memory and concept formation cannot occur without prior perception. Persons can attend only to a limited amount of information at a time; their selection and perception of information is influenced by past experiences. Researchers have found that, other conditions being equal, more learning occurs when information is received simultaneously in two modalities (vision and hearing, for example) rather than in a single modality. Furthermore, learning is enhanced when material is organized and that organization is evident to the student (Ittelson, 2001). The educators and psychologists, increasingly aware of learning differences, seek to enable each child to achieve to the highest level of his ability and in this campaign for individualized instructions and individualized learning, various things of learning have sequentially, been acclaimed as offering a solution to the need for individualized instructions (Armsey and Dahl, 1973). Various things of learning have remained in use since the process of teaching was started. But, due to the demand for a fast pace in the process of learning, the instructional technology replaced the old, inanimate A.V. Aids like charts, figures pictures and models etc. Learning machines, the new tools of instructional technology, like T.V, radio, film and computer made the learning more interesting and effective.

The instructional technology may be defined as the process by which instructional problems are analyzed and solutions sought through the application of knowledge about learning, learner, and media resources (Locatis, 1984). Its use enhances the effectiveness and efficiency in the instructional process. There is a wide range of the instructional technology tools referred to as the things of learning. The new term vastly used for them is media and the computer is the base of all modern media. Technological developments in the miniaturization of electronic circuity, especially the microchip, permitted the production of individual devices that interact with and reinforce individual learning, with or without a teacher’s supervision. The purpose of the use of the instructional
Teaching of Physics

The Physics may be defined as the branch of science in which the study of matter and energy along with the interaction between them is undertaken, it is a subject considered as a pure science (Punjab Textbook Board, 2001). Physics plays the most significant part in the national development because nearly all the fields of life may be improved with its help. So the developed nations of the world give special attention to its teaching. The function of physics education is redefined by the necessities of the modern world and by the findings of the education researchers; so new approaches to physics teaching are sought, proposed and critically evaluated. (Oblake, 1996)

In our country the teaching of physics is introduced in the 9th class. The concepts related to motion and force, work and machines and energy and its forms are discussed and explained at this stage. According to the National Curriculum of Physics for IX-X, 2000, the aims of teaching physics in our schools are to develop the curiosity about physical phenomena and informed appreciation of the physical world and to lay emphasis on understanding and application of physical principles than on the rote learning of stated facts and promotion of an awareness of physics as an intellectually satisfying discipline (National curriculum of Physics, 2000).

According to the International Commission on Physics Education's Report, (1999) activities and trends on Physics Education, four main trends can be discerned in the recent development of physics education. One is the continuation and strengthening of the development impact of research into ways by which pupils learn new concepts and practices of pedagogy, including assessment. Research into human cognition is beginning to frame useful lessons about optimum routes for teaching and learning and to open up particularly challenging innovations in the use of computer based learning programs so that participants can work at the problem of selecting, transforming and adapting new thinking into reformed classroom work.

The second trend is marked by a variety of explorations in which physics educators are attempting to broaden the scope of physics as a component of education. The use of toys in physics education, the use of museums and other informal centers for learning, a new emphasis on physics in the environment and for environment protection are all examples of moves that have two main motives. One is to make physics more attractive to the young people by engaging their interesting it through themes and problems of relevance to their daily lives. Another is to develop a sense of social responsibility amongst future physicists,
and to them basis for making critical judgments about the impact of science and technology amongst all future citizens.

The third trend is a continuing and increasing concern, especially in the western countries, that students are not being attracted to the study of physics. So there are some renewed efforts to make physics more attractive to young people.

The fourth trend in this regard is the rapidly expanding the use of the Internet in education. Its immediate prospect is that materials, many old and some new, can be made freely available so that any teacher in any school in the world can have access to them (INOP, 1999)

In our schools the teaching of physics takes place in the traditional teacher centered methods. The teacher explains the concepts by the lecture method, uses blackboard to illustrate the theorems and to solve the problems. The practical work in the laboratories is also a part of the process. But, all this practice goes to the extent of the explaining of the concepts, remembering of the laws and formulas and their application to solve the questions and numerical problems given at the end of the chapter. There is no cognition of the students up to the level of synthesis and application to the real life situations. This kind of study leads to the rote learning which prepares the students only for passing of the exams in good grades. While the objective of learning physics are to develop in the students the ability to correlate the physical theories with what is going on in their environment and to apply appropriate physical laws, concepts and theories in solving problems that they would encounter in everyday life (Govt. of Pakistan, 2000). Qualities of objective thinking, manipulating and predicting, analyzing and generalizing are lacking in such students. The result is that they do not develop any interest in the subject and study it as an obligation. Therefore, there is a need of teaching physics in such a way that the students think it as a subject of immediate practical value.

Statement of the Problem

This study aimed to compare effectiveness of computer assisted instruction versus traditional instruction for class 9th physics students. The objectives of the study were as follows:

1. To compare the effects of the CAI with the traditional methods of instructions.
2. To compare the effects of the CAI and the traditional methods of instruction on the retention of the students.
3. To find out the more viable approach of teaching physics between the CAI and traditional approaches at the secondary school students.

**Hypothesis**

There is no significant difference between the traditional method of instruction and computer-assisted instruction. The purpose of this study was to investigate the comparative effectiveness of

**Procedure of Study**

a) Sample

For this purpose an English medium male government school in the district of Abbottabad was selected. This school is situated at the heart of the Abbottabad city. The students belonging to a cross-section of society possessing all sorts of backgrounds and capabilities study here. So an ideally heterogeneous population could be involved in the study. The result of which could be generalized to all government schools of the Abbottabad district. The school possessed a computer laboratory in a good working condition. The head of the institution and the teachers were willing to cooperate for this study.

40 numbers of students out of a total of a 320 in the IX class were selected randomly. These 40 students were again divided into two groups of 20 each using the basket method. One group was considered as control group and the other as the CAI group.

Two teachers of equal qualifications and teaching experience were selected to teach the separate groups. The teacher of the CAI group knew the use of computer in teaching. Both the teachers voluntarily accorded to render their services for the study.

There was no need of separate training to use computer as a source of teaching or learning. The teachers as well as the students knew it because a well-equipped computer laboratory existed in the school and the students were already using the computer as a source of learning with the help of their teachers. To test the skill of the students, they were tested for their capability to use the computer and it was ascertained that they could know things like opening the existing files, creating the new files, save a text, typing their own text, looking for the information in the dictionary and encyclopedia and using the C.D Rom for different kinds of software.
The teacher selected to teach the CAI group has had a training of using the computer technology in teaching through the Intel Teach to the Future program conducted for the skill development of the teachers of the Abbottabad district. So he knew various uses of the computer as assistance in teaching. He was instructed to use the drill and practice, tutorials and simulation programs in his instructional process. The other teacher was asked to use the same techniques, which he uses in his routine but without the assistance of the computer.

b) Instrumentation

The instruments used for the collection of data required and to answer the research questions, were i) Pretest and ii) Posttest.

The subject of physics was chosen to conduct this study because it is very important for the science students at this stage and demands comparatively high level of abilities to understand, apply and synthesize it to the everyday life situations.

The topics of “Machines” and “Energy”, were chosen to be taught to the students. The Pretest consisted of a twenty items test covering both these topics, which the students have studied during their VIII class in the General science book by the same teachers in the same school.

c) Collection of Data

A treatment of 20 days was given to the experimental group in which the topics of “Machines” and “Energy” from the IX class physics book were taught through CAI and the controlled group was taught in the traditional, blackboard and chalk method. After the treatment a posttest, consisting 20 items upon the same topics was given to both the groups and the results were compared through the application of the Pretest-Posttest Experimental Design.

Data Analysis and Interpretation

The total scores of each individual were recorded tabulated to compute mean, standard deviation and t-test were computed to interpret the data.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N</th>
<th>X-</th>
<th>SD</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>20</td>
<td>39.00</td>
<td>20.70</td>
<td>0.045</td>
</tr>
<tr>
<td>Control</td>
<td>20</td>
<td>38.70</td>
<td>21.04</td>
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</tr>
</tbody>
</table>
Table shows that the value of $t_{calculated}$ 0.045 is less than $t_{tabulated}$ 1.96 at 0.05 levels. The mean difference of experimental group and control group (pre-test) was not significant at 0.05 levels.

It is analyzed that performance of experimental group and control group was same at pre-test.

Table-2
Significance of difference between low achievers of experimental and control groups (pre-test)

<table>
<thead>
<tr>
<th>Students</th>
<th>N</th>
<th>$\bar{X}$</th>
<th>SD</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys (Urban)</td>
<td>5</td>
<td>15.60</td>
<td>4.98</td>
<td>0.39</td>
</tr>
<tr>
<td>Girls (Urban)</td>
<td>5</td>
<td>14.40</td>
<td>4.67</td>
<td></td>
</tr>
</tbody>
</table>

Table shows that the value of $t_{calculated}$ 0.04 is less than $t_{tabulated}$ 1.96 at 0.05 levels. The mean difference of low achievers of experimental group and control group (pre-test) was not significant at 0.05 levels.

It is analyzed that performance of low achievers of experimental and control groups was same at pre-test.

Table-3
Significance of difference between high achievers of experimental and control groups (pre-test)

<table>
<thead>
<tr>
<th>Students</th>
<th>N</th>
<th>$\bar{X}$</th>
<th>SD</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys (Urban)</td>
<td>5</td>
<td>67.7</td>
<td>7.05</td>
<td>0.004</td>
</tr>
<tr>
<td>Girls (Rural)</td>
<td>5</td>
<td>67.2</td>
<td>7.05</td>
<td></td>
</tr>
</tbody>
</table>

Table shows that the value of $t_{calculated}$ 0.004 is less than $t_{tabulated}$ 1.96 at 0.05 levels. The mean difference of high achievers of experimental group and control group (pre-test) was not significant at 0.05 levels.

It is analyzed that performance of high achievers of experimental group and control group was same at pre-test.

Table-4
Significance of difference between experimental and control groups’ scores (post-test)

<table>
<thead>
<tr>
<th>Students</th>
<th>N</th>
<th>$\bar{X}$</th>
<th>SD</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys (Urban)</td>
<td>20</td>
<td>52.95</td>
<td>21.52</td>
<td>2.03</td>
</tr>
<tr>
<td>Boys (Rural)</td>
<td>20</td>
<td>40.15</td>
<td>17.08</td>
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</tr>
</tbody>
</table>
Table shows that the value of $t_{\text{calculated}}$ 2.03 is greater than $t_{\text{tabulated}}$ 1.96 at 0.05 levels. The mean difference of experimental group and control group (post-test) is significant at 0.05 levels.

It is analyzed that performance of experimental group is better than control group at post-test.

### Table-5

*Significance of difference between low achievers of experimental and control groups (post-test)*

<table>
<thead>
<tr>
<th>Students</th>
<th>N</th>
<th>$\bar{X}$</th>
<th>SD</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys (Urban)</td>
<td>5</td>
<td>26.80</td>
<td>9.79</td>
<td>2.04</td>
</tr>
<tr>
<td>Girls (Urban)</td>
<td>5</td>
<td>18.01</td>
<td>6.22</td>
<td></td>
</tr>
</tbody>
</table>

Table shows that the value of $t_{\text{calculated}}$ 2.04 is greater than $t_{\text{tabulated}}$ 1.96 at 0.05 levels. The mean difference of low achiever experimental group and control group (post-test) is significant at 0.05 levels.

It is analyzed that performance of experimental is better than control group at post-test.

### Table-6

*Significance of difference between high achievers of experimental and control groups (post-test)*

<table>
<thead>
<tr>
<th>Students</th>
<th>N</th>
<th>$\bar{X}$</th>
<th>SD</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys (Urban)</td>
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<td>79.00</td>
<td>4.18</td>
<td>3.57</td>
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<tr>
<td>Girls (Rural)</td>
<td>5</td>
<td>61.4</td>
<td>10.19</td>
<td></td>
</tr>
</tbody>
</table>

Table 6 shows that the value of $t_{\text{calculated}}$ 2.02 is greater than $t_{\text{tabulated}}$ 1.96 at 0.05 levels. The mean difference of high achiever experimental group and control group (post-test) is significant at 0.05 levels.

It is analyzed that performance of experimental is better than control group at post-test.

### Table-7

*Group statistics of students (pre-test)*

<table>
<thead>
<tr>
<th>Group</th>
<th>No of students</th>
<th>Mean score</th>
<th>Std. deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>40</td>
<td>38.85</td>
<td>20.6</td>
</tr>
<tr>
<td>All (experimental)</td>
<td>20</td>
<td>39.00</td>
<td>20.7</td>
</tr>
<tr>
<td>Lower (experimental)</td>
<td>05</td>
<td>15.60</td>
<td>4.98</td>
</tr>
<tr>
<td>Group</td>
<td>No of students</td>
<td>Mean score</td>
<td>Std. deviation</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------</td>
<td>------------</td>
<td>----------------</td>
</tr>
<tr>
<td>All</td>
<td>40</td>
<td>45.85</td>
<td>20.02</td>
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<td>Lower (experimental)</td>
<td>05</td>
<td>26.80</td>
<td>9.79</td>
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<tr>
<td>Upper (experimental)</td>
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<td>4.18</td>
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<td>All (control)</td>
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<tr>
<td>Upper (experimental)</td>
<td>05</td>
<td>61.4</td>
<td>10.19</td>
</tr>
</tbody>
</table>

Table shows the mean scores and the standard deviation (spread of scores about the mean) for the All, lower, upper (experimental) and control groups of students. This division of students into two groups is according to ability on the pre-test.

Table-8
Group statistics of students (post-test)

Conclusion

The present study made the students very exited as they had never experience of computer assisted instruction in their academic career. The researcher has faced many difficulties on working such experimental research due to lack of research in this area. The students evinced a very keen interest during the computer assisted instruction and they seemed to be very happy and excited. Later on, while talking to the researcher, they said that they had never experienced attempting such an interesting instruction without the stress and strain typical to traditional teaching methods.

Major conclusions of the study are as follows:

- The mean performance of experimental group was better than that of students of controlled group.
The mean performance of low achiever of experimental group was also better than those low achiever students of controlled group.

The mean performance of high achiever of experimental group was also better than those high achiever students of controlled group.

It is concluded from analysis the CAI methods of instruction are more effective than those of the traditional methods of instruction on the retention of the students.

It is concluded from analysis showed that the computer assisted instruction (CAI) is more effective than traditional instruction.

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IMPROVING TEACHER EDUCATION PROGRAMMES
FOR SCHOOL HEALTH

By
Afshan Huma

Abstract
The children's health and learning are linked profoundly. The famous quote “healthy body possesses a healthy mind” shows the importance of health and hygiene in grooming a good mind and ultimately a healthy and strong human being. Healthy children are more able to learn and achieve academic success. The school is the basic nation building institution and the need to improve health and hygiene conditions at school level is as important as creating healthy environment in the society. The paper is based upon an analytical study of teacher education programmes in relation to school health. It describes the meanings and global perspectives of school health, highlights the significant role of teachers in developing school health effectively and explores the teacher education programmes for developing school health. It also discusses the future needs and some recommendations are given at the end to improve school health through better inclusion of health education in teacher education programmes.

Background
The word Health has different meanings for different people. To the professional athlete it often carries a far different connotation than it does to the student, teacher, bus driver, or businessman. One reason for this is the fact that health is not easily or wholly measurable, and is comprised of different components. Modern thought measures health in terms of an optimum state of living effectiveness. Health is construed to be a vital process that involves the whole person and his unique pattern of living. This is apparent in the widely accepted definition, developed by the World Health Organization (WHO) and endorsed at first World Health Assembly: “Health is a state of complete physical, mental and well-being, not merely the absence of disease or infirmity.” (Constitution of the World Health Organization, Geneva, Switzerland: World Health Organization, 1946)

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The physical health refers to the body and the mental health refers to the mind. Your mind enables you to think and feel about yourself and about the world around you. The way a person thinks or feels and adopts to the world around him, is all grouped under the label of mental health. The children having best physical and mental conditions, can, learn things easily. Thus, the process of imparting knowledge to children should occur in such environment where they are enjoying all suitable health facilities. The schools can play a positive role in developing a complete personality of the learners.

Health has the highest priority when people are asked about essential values of their life. In many advanced countries, funding of health services is, therefore, one of the most important budget items. Healthy adults can significantly contribute to the national income, and healthy children and old people need less health services from the family and the society. Healthy children also reach to the productive adulthood, and they contribute to the national income over many years during their adulthood. It has been shown that the disability-free life expectancy i.e. good health and even long life expectancy are correlated with the education (Valkonen, Sihvonen, Lahelma 1997).

Since current emphasis on health education is on prevention of serious illness through lifestyles that promote wholeness, the teachers are well placed professionally to carry out health education at school (Mull 1991). The teachers’ education is considered as a major factor in the effective implementation of comprehensive school health. Attitudes, behavior and general knowledge are disseminated to the students from the teachers, either deliberately or unconsciously. In order to raise students’ health knowledge and improve their attitudes towards health, they should be placed in an appropriate environment that is based on three main determining factors: teachers, school and society (including home). (Wood 1995)

The ministries of education and health should organize seminars on health education (Brook, 1994). The educational health packages could be developed with collaboration between the teachers who have an understanding of the principles of curriculum design and the health professionals who are fully aware of health problems (Henry, 1994). The development efforts by the teachers, including training and ongoing reinforcement to increase their sense of preparedness, have significant effects in the classroom (Hausman, 1995). Many adult behavior patterns and attitudes develop in early childhood. In addition, there is a growing acceptance of the need for health instruction to be given at schools. School and health
professionals should continue to advocate school-wide policies and programmes that support both students and teachers if the goal of an integrated healthy school environment is to be realized (Kubik 2002).

The Study

An analytical study was conducted to review the curriculum of teacher education programmes and to assess how much knowledge and practice is being provided through these programmes to train teachers for improving school health or to provide health education at global standards. The teacher education programmes being offered at Allama Iqbal Open University (AIUU) were taken as a sample. Before reviewing the curriculum of these programmes, related literature was reviewed to explore the meanings, concept and global perspective of school health and the significant role of the teachers. The teacher education was also explored through detailed literature review. Then, the schemes of study of teacher education programmes being offered at AIUU, were analyzed and the course materials were studied to highlight the features of health education and school health already existing in these programmes and courses. Some gaps were identified in providing sufficient knowledge and skills for health education to the teachers of the future. Therefore, some improvements were suggested within these programmes to improve teachers' education for school health.

Literature review

The Concept of School Health

Improving the health and learning of school children through school-based health programmes, is not a new concept. Many countries have school health programmes, and in this respect many agencies have decades of experience. These common experiences suggest an opportunity for concerted action by a partnership of agencies to broaden the scope of school health programmes and make them more effective. The effective programmes of the school health can contribute to the development of child-friendly schools, and thus to the promotion of education for all.

The World Health Organization had launched a programme Global School Health Initiative (GSHI) in 1995, which intends to mobilize and strengthen health promotion and education activities at the local, national, regional and global levels. The Initiative is designed to improve the health of students, school personnel, families and other members of the community through schools.
The goal of WHO's GSHI is to increase the number of schools that can truly be called "Health-Promoting Schools". Although definitions will vary, depending on need and circumstance, a Health-Promoting School can be characterized as a school constantly strengthening its capacity as a healthy setting for living, learning and working in the society.

The general direction of WHO's Global School Health Initiative is guided by the Ottawa Charter for Health Promotion (1986); the Jakarta Declaration of the Fourth International Conference on Health Promotion (1997); and the WHO's Expert Committee Recommendation on Comprehensive School Health Education and Promotion (1995).

The following statements are given in the report of The World Education Forum, Dakar, Senegal, 26-28 April 2000:

Clause 8: Create safe, healthy, inclusive and equitably resourced educational environments conducive to excellence in learning, with clearly defined levels of achievement for all.

65. The quality of learning is and must be at the heart of EFA. All stakeholders - teachers and students, parents and community members, health workers and local government officials - should work together to develop environments conducive to learning. To offer education of good quality, educational institutions and programmes should be adequately and equitably resourced, with the core requirements of safe, environmentally friendly and easily accessible facilities; well motivated and professionally competent teachers; and books, other learning materials and technologies that are context specific, cost effective and available to all learners.

66. Learning environments should also be healthy, safe and protective. This should include:

1. Adequate water and sanitation facilities.
2. Access to or linkages with health and nutrition services.
3. Policies and codes of conducts that enhance physical, psychosocial and emotional health of teachers and learners.
4. Education content and practices leading to knowledge, attitudes, values, and life skills needed for self-esteem, good health, and personal safety.
67. There is an urgent need to adopt effective strategies to identify and include the socially, culturally and economically excluded. This requires participatory analysis of exclusion at household, community and schools levels, and the development of diverse, flexible, and innovative approaches to learning and an environment that fosters mutual respect and trust.

68. Assessment of learning should include an evaluation of environments, processes and outcomes. Learning outcomes must be well-defined in both cognitive and non-cognitive domains, and be continually assessed as an integral part of the teaching and learning process.

The interagency initiative Focusing Resources on Effective School Health (FRESH)

The interagency initiative Focusing Resources on Effective School Health (FRESH) was launched by UNESCO, UNICEF, WHO and the World Bank during the World Education Forum, Dakar, April 2000. It is a united agency response to recent trends in growing recognition on the need to improve holistic approaches and multiple strategies - rather than individual approaches - to promote health and nutrition through schools. It is not necessarily intended to create new structures and projects, but to build in the approach in various educational projects and programmes and in this sense looks as a truly collaborative effort both among and within the concerned agencies. The following four components are defined as the framework, which should be made available together in all schools:

- Health related school policies
- Provision of safe water and sanitation facilities
- Skills-based health education
- School Based health and nutrition services

Role of Teachers in School Health

The children believe in teachers sometimes even more than they believe in their parents and they follow their teachers blindly. Thus, the schoolteachers have great potential for influencing the attitudes and behaviors of the students and other population groups. The schoolteachers’ perceptions of world, their attitudes and practices, and their knowledge could be essential factors in optimizing their roles as mentors in the society. The schoolteachers are expected to be role models so that the students can emulate and adopt their behavior and attitudes. The schoolteachers are also considered the major
source of information for their students and would appear to be suitable as health educators. (McGovern M, Barry MM 2000).

The teacher is the central educating factor in the educational process (Barrow, 1981). Thus, the pedagogical quality of the educational process and, therefore, of the impact of health education on pupils is not only seen as depending upon specialization, professional knowledge and skills of the teacher (Hughes, 1991), but also on personal development and personal examples and practices. Within the realm of the school health programme, the teacher has many specific responsibilities. There is little doubt that a teacher can do in terms of the architectural surroundings the school provides. However, the teacher can, in very subtle ways, contribute tremendously to the efficiency of the structure. (Doxiades, 1990; Monaghan et al., 1997) For example, it is most important that the teachers have burned out lights replaced in the classroom. An improperly lighted classroom will contribute greatly to eye fatigue. Room temperature is another flagrantly disregarded aspect of the classroom environment. The room that is either too hot or too cold is a strong deterrent to the learning process. Whenever possible in the room lacking air conditioning, the windows should be adjusted so as to provide sufficient air transference. But to fulfil all such and other responsibilities, the teachers themselves need to have healthy habits in practice.

Health education is most commonly taught by regular classroom teachers rather than trained health education specialists. In Pakistan, at school level health education is not a separate subject area, rather different topics related to health education have been infused within the curriculum of other subjects such as science, social studies, languages and home economics. Therefore, regular classroom teachers have a significant influence on the quantity and the quality of health education. In addition, at all levels of education, trusted teachers of any subject may be seen as health resources by students who need information. When we analyze the total concept of a healthful school environment, it becomes apparent that perhaps the most important component is the people themselves. Certainly, the teacher is the most important of these people. Without his skillful guidance, empathy, and love for children, the physical structure of the school lacks like itself. The students will only be as enthusiastic, vibrant, and full of love for life as their teacher.

**Teacher Training for Health Education**

The WHO (1986) suggests that, if the health education curriculum is to be successfully developed and implemented and gain credibility in schools
as an area of essential study, then it is clearly important that all the teachers involved in its teaching should at least understand what health education is about. Dawson (1997) also speaks of the need of teachers to receive good support and training in order to do their job effectively (Dawson, 1997, p. 372).

Lack of teacher preparation has been called "a major obstacle to implementing high-quality school health instruction" (Peterson, Cooper, & Laird, 2001). Teachers who will be providing health education, need to have teacher health literacy. This is defined as, "the capacity* to obtain, interpret, and understand basic health information and services, with the competence to use such information and services in ways that enhance the learning of health concepts and skills by school students". Training on health education enables teachers to acquire attitudes that are more positive to the effective teaching of the subject (Fontana and Apostolidou, 2002).

Regular classroom teachers are the backbone of school health instruction, particularly at the elementary level. Thus, colleges and universities can directly impact the quality of health instruction in our public schools by addressing key standards for health education and incorporating important health concepts into their teacher preparation curriculum. About half of the teacher training programmes in the United States are approved by the National Council for Accreditation of Teacher Education (NCATE). The NCATE released new Programme Standards for Elementary Teacher Preparation, which state (in standard 2g) that teacher education candidates "must know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health" (NCATE, 2000). This standard can be met in a different way by each teacher education institution. The competencies, in health education to be inculcated through teacher education programmes and that are generally recommended for improving school health; include (Peterson et al., 2001):

- Use the National Health Education standards.
- Demonstrate knowledge of community health, consumer health, environmental health, family life, mental and emotional health, injury prevention and safety, nutrition, personal health, disease prevention and control, and alcohol, tobacco, and other drugs.
- Incorporate health concepts into other curricular areas.
- Develop age-appropriate and culturally relevant health lessons.
• Help children develop not only health knowledge but health skills.
• Select and use valid and reliable sources of health information.

Some institutions require one or more health courses for teacher education students, while others justify using first aid or psychology courses to meet health requirements. It's no surprise that first year elementary school teachers report considerable discomfort when teaching health education (Hausman and Ruzek, 1995). Need of the day is that with the increasing emphasis on school health the teacher education institutions should also focus more upon health education of teacher education students.

**Findings of the Study**

The teacher Education Department is one of the oldest and largest departments at the Allama Iqbal Open University with reference to its programmes and student enrollment. It is currently working under two heads – Department of Secondary Teacher Education and Department of Elementary Teacher Education. The programmes being offered for teacher education are: Diploma in Education, PTC – Primary Teaching Certificate (for priarmyschool teachers), CT – Certificate in teacher (for elementary school teachers), B.Ed – Bachelor's in Education (for secondary school teacher) and higher degrees in education such as Masters in Education, MPhil and Ph.D in Education. PTC, CT and B.Ed are considered as the compulsory qualifications to become a regular schoolteacher at different levels in public sectors schools of Pakistan. The Allama Iqbal Open University caters the largest enrollment in these programmes from the whole country.

The Allama Iqbal Open University has a comprehensive and long procedure of developing courses and programmes at any level. The departments initiate a course or programme with strong rationale and develop proposals for the schemes of studies. Then, these proposals go through different stages of analysis by different academic committees and councils. Once the scheme of study is approved by all concerned authorities, then either the course books are written specifically in the set format of distance education or study material is gathered and study guides are developed. For all the courses of PTC, CT and B.Ed, books have been developed and the experts of different fields are involved to put in their best efforts to inculcate comprehensive knowledge of their areas through these text materials. Along with the text materials, for most of the courses, audio or video programmes are also produced for the distant students.
Looking into the scheme of studies of PTC, CT and B.Ed, programmes, it can be clearly viewed that all these programmes have one compulsory course of Educational Psychology which deals with the basic concepts of developmental psychology and child psychology along with their implementation in education. To some extent, these courses cover a few aspects of health education, but it is mainly related to the mental health with a little focus upon physical development or physical health of students. Some topics of health education have also been discussed within the headings of Needs of Primary School Students, Classroom Environment, Classroom Management, School Environment and First Aid in Schools, within the compulsory courses of Principles of Education, Foundations of Education and School Organization and Management. In some optional courses like Teaching of Home Economics, there are some topics as cleanliness, hygienic food, food and nutrition, climate and clothing, etc. But, there is no particular information given to the teachers about how to maintain a healthy school environment, how to impart health knowledge to the students, how to develop healthy habits or how to be a role model for students by adopting healthy habits themselves.

Furthermore, the component of practical workshops and teaching practice is based mainly upon the courses of methods of teaching, whereas the concepts and knowledge given in the core courses is not as such reflected in this practical component and, therefore, no particular activity or practice is planned for schools health or health education during these workshops and teaching practice, neither any specific weightage is given for the health practices during the evaluation of teacher students.

Discussion

As viewed in the literature, school health includes all aspects of health education as well as healthy practices in a school environment. Within the teacher education courses of AIOU, some gaps were found that need to be filled if the teachers are meant to be properly trained and educated to meet the global standards of school health. There can be several factors that may account for inadequate teacher preparation in health (Liane, 2001) such as:

- Lack of time in the teacher education curriculum.
- The increased demands placed on teacher education programmes to produce teachers who are competent in numerous subject areas, as well as proficient in classroom management, technology, and multicultural education, results
in fewer hours to devote to subjects seen as less important, such as health.

- Emphasis on standardized testing. Teacher education programmes must produce teachers who are able to prepare students to take state-mandated standardized tests in math, reading, science, social studies, and several other areas.
- Subjects like health, for which standardized testing is rare, may be de-emphasized in favor of devoting more time to subjects that are tested.
- Lack of comfort. Health education includes many sensitive and controversial topics.
- Teacher education faculty may find it difficult to overcome their own discomfort with these topics and fail to prepare student teachers adequately to address such topics.

It can be viewed clearly that the above-mentioned reasons become a hindrance in improving teachers’ health education, but the need of the time is to look into all these factors critically and overcome the hurdles in an organized manner. The AIOU can play a significant role since it possesses all the required resources and has a direct access to the masses.

Through a detailed study of teacher education courses at AIOU, it is revealed that the teachers being trained for different school levels, are given some basic information about school health within the literature being provided to them, yet it neither provides education for teacher’s own health nor any specific training for imparting health education or for giving health instruction at schools. The required competencies cannot be met by only including one or two sub headings related to health, within the teacher education courses. Rather, as mentioned by Pateman (2002), these may be met by designing a separate health course for pre-service teacher training programmes.

**Conclusion and Recommendations**

Currently health education is not necessarily among the main subjects in schools as well as in university programmes. If people know the basic conception of health, they would probably select healthier life styles, remain healthy and be more productive. Humans depend in many ways on the nature, which provides them food, shelter, energy and recreation. By learning more about health matters, the children and adolescents would also learn to respect nature and other organisms which could result in developing a more civilized and sophisticated society. The issues such as environmental pollution and increasing population brought with
them many health related problems which are increasing day by day and ask for health education from the very basic level.

The analysis of Teacher Education Programmes at AIOU and the global perspectives of health education and school health give a clear picture of how much improvement is required within these programmes to meet the international standards of school health. The teachers cannot be the only agent of bringing change, but they are definitely the most effective and active agent for change. Therefore, a focused effort is required to improve their own knowledge and skills so that they can give their best input in improving over all school health generally and imparting health education specifically.

Keeping in view AAHPERD/AAHE Standards for Health Education Programs (2001) adopted by NCATE, it is clear that in the long run full-time health knowledge teachers might be needed if we wish to achieve the international standards and provide health education in real means to our coming generations. For this purpose, it is necessary to develop independent courses upon health education for student teachers. Only inculcating or infusing a few topics would not give the required results. On the other hand, it is also essential to improve the knowledge and skills of the already trained teachers who are working as regular schoolteachers. For the later, some short term training programmes or courses should also be introduced at different levels so that the current situation of teachers’ health education may be improved. Furthermore, using the technological resources at AIOU, such in-service and pre-service courses and programmes, can also be offered online for the teachers or audio video programmes can be developed and broadcasted on the national media to provide health knowledge not only to teachers but also to the common people. This will not only help in improving school health but also the overall perception of health in the society.

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COMPARATIVE STUDY OF THE PERFORMANCE OF PRIMARY SCHOOL TEACHERS WORKING IN AJK TRAINED THROUGH ALLAMA IQBAL OPEN UNIVERSITY AND FORMAL SYSTEM

By
Tariq Mehmood Khan

Abstract
The paper aimed at comparing the performance of Primary Teachers trained through Allama Iqbal Open University (AIOU-Non-formal System) and formal system in Azad Jammu and Kashmir (AJK). Major objectives of the study were identification of inputs, procedures, modalities, methodology of teaching, professional development of teachers and overall performance of primary school teachers trained through two modes. 200 teachers, 100 headmasters/Assistant Education Officers (A.E.Os), 30 teacher trainers and 1000 students of primary classes were selected as stratified sample of the study. Three questionnaires on three point scale, two achievement tests for students and teachers respectively, one class room observation schedule and a written interview schedule for the experts (Professors of Education, Principals of Elementary Colleges and Directors of Education) were developed for data collection. Data was collected and analyzed by using mean score, t-test and f-test. The paper concludes that a vast majority of the teachers trained through AIOU, have the comprehension about the use of appropriate instructional material, assessing students by using standard question paper and conducting co-curricular activities, while the teachers trained through formal system were well versed in maintaining the school record. Duration of Primary Teaching Certificate (PTC) Training and use of latest instructional strategies are the weakest area of both modes of teacher training. The paper recommends that training package may consist of lesson planning, use of Information and Communication Technologies (ICTs) and managing co-curricular activities. Duration of PTC Training may be increased so that the curricula are implemented in true spirit and curriculum

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objectives are achieved. Two systems may work in co-
coordination with each other for training of quality teachers.

Preamble

There is no denying the fact that teaching is an art and hence training
is important for the quality of output. Researches in the filed of teacher
education, have crystallized in major finding that it is only the training which
can make a difference in confidence, understanding and willingness of
teachers to improve their instructional practices [1][2]. Basic purpose of
teacher education is to prepare prospective teachers to meet challenges that
they have to face in the classrooms. Curriculum and practice teaching and
methodology of pre-service training should be revised that will also support
the new technologies of teaching [3]. It is irony of system that the training
period of all teacher training programmes is very short in Pakistan [4][5].
Duration of practice teaching may be increased. Practical work may be given
more importance than theoretical work [6][7]. Curricula of teacher training
institutions are narrow in scope and objectives. The pedagogical training
imparted in the training institutions has less relevance what the teachers have
to do in the actual classroom situation. The practical component of the
existing teacher training is ignored. In Pakistan as well as in AJK, both formal
and non-formal systems of teacher education are functioning for preparing
teachers at all levels [8]. Teacher training programme has gained popularity in
non-formal system because of its instructional system and delivery mode [9].
Non-formal teacher trainees have shown to demonstrate greater motivation
towards their jobs and, therefore, to quit their jobs at reduced rates as
compared to Government school teachers [10]. There is a need to bring our
teacher education closer to the realities of life and actual school conditions
[11]. This is a dilemma that we spend only 0.01 percent of the education
budget on teacher training [12] [13]. Due to lack of proper training facilities
for teacher trainers, their present status with adequate professional
competencies and training is alarming now [14] [15] [16]. In formal system,
there are 200 marks for practice teaching and 900 marks for theory papers,
whereas non-formal system has 100 marks for teaching practice and 1000
marks for theory papers [17].

Teacher trainers should provide help to student teachers to meet
adequately the problems they will encounter as they approach maturity [18]
[19] [20]. The content and approach of the current training programmes
cannot be expected to yield desired results. Specialized training for the
teachers of primary class must be arranged [21].

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AJK is a difficult mountainous and backward area of 13000 Sq KM with a population of 3.5 million. The people are suffering from low standard of living, poor health and malnourishment. All these factors adversely affect the learning achievements of the students at different levels of schooling [22]. Its literacy ratio among the population aged 10 years and above is 65%. At the time of independence there were only 254 primary schools, 30 Middle Schools and 5 Secondary schools in AJK. The number of students at primary level as estimated in the year 2005 was 0.367 millions. At middle level it was 0.113 million and 0.044 million at higher school level. In 2005 there were 4317 Primary schools, 1036 Middle schools, 598 High schools, 42 Higher Secondary schools, 53 Intermediate Collages, 51 Degree Colleges and two universities in AJK [23]. Data regarding qualification and professional training shows that only 1325 out of 23146 teachers are untrained in AJK. There are 7690 PTC 5004 CT, 6113 B.Ed. 458 M.Ed. and 20 Ms. Ed. in AJK. There are two types of agencies responsible for teacher training in AJK. One is formal and the other is non-formal mode of teacher training [24].

In formal system Elementary Colleges, Education Collages and Education Extension Centers are the main institutions responsible for the teacher training. Curriculum Research and Development Centre is also undertaking the responsibility of teacher training. Distance education is also playing a vital role in teacher training in AJK and the Allama Iqbal Open University is doing well in this regard. There are two Regional Campuses of AIOU in AJK [25].

Objectives

The core aim of this study was to compare the training performance of school teachers trained through non-formal and formal system in AJK Primary schools. The study thereby emphasized upon identifying duration of PTC training programme, the inputs like training discourse (curriculum), methodology of teaching and use of modern instructional material.

Instrumentation and collection of Data

Three questionnaires on three point scale each for PTC teachers, teacher educators at PTC level and school administrator alongwith achievement test for students observation schedule and interview schedule were used as main tools for data collection. Data was collected with the help of trained data collectors as sample was segregated through the valley of 13000 Sq. km with a population of 2.9 million.
Sample
Sample comprised of 100 PTC teachers each trained through AIOU and Elementary Colleges of Education, 100 school administrators, 30 teacher trainers, 20 experts of education (Professors of Education, Directors of Education, Principals of Education Colleges) and 1000 students of primary classes drawn on stratified random basis.

Analysis of Data
Data was presented in the tabular form. Mean Score, t-test and f-test were used to see the overall strength and difference of the responses to each of the item. To calculate the mean score, the following scale was used:

Yes = 02 point
To some extent = 01 point
Not at all = 0 point

Mean score on different parameters of training of primary school teachers indicate (table-1 and 2) that training package (1.95), quality and status of instructional material (1.70), utilization of training hours (1.80), and achievements of trainees in practical components are strong points, while quality of intake (0.90), use of orthodox techniques of training (0.90) and duration of PTC programme (0.80) are areas need to be improve in training of primary school teachers through non-formal mode. On the other hand, in case of training of same level of teachers through formal system, the plus point looked to be quality of intake (1.80), admission criteria (1.50), and achievement in theory component (1.50). However this mode is lacking behind in nature of training package (0.70), quality and status of instructional material (0.60), use of modern instructional strategies (0.40), duration of PTC programme (0.50), lesson planning and teaching practice (0.90).

Analysis of data reveals that two systems of training may supplement each other in their strong areas through a sort of the collaboration to produce quality teachers. This will also provide a holistic approach to the vital task of professional development of the primary school teachers in Pakistan.
Table 1
Shows the Comparison of teachers training standards of PTC teachers by formal and non-formal system in Pakistan

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Training parameters</th>
<th>Mean score of Teacher trained through non-formal system</th>
<th>Mean score of Teacher trained through formal system</th>
<th>Aggregate mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Objectives of training</td>
<td>0.80</td>
<td>1.95</td>
<td>1.38</td>
</tr>
<tr>
<td>2</td>
<td>Quality of intake</td>
<td>0.90</td>
<td>1.80</td>
<td>1.38</td>
</tr>
<tr>
<td>3</td>
<td>Admission criteria</td>
<td>1.20</td>
<td>1.50</td>
<td>1.33</td>
</tr>
<tr>
<td>4</td>
<td>Nature of training package</td>
<td>1.95</td>
<td>0.70</td>
<td>1.33</td>
</tr>
<tr>
<td>5</td>
<td>Quality &amp; status of instructional material used during training</td>
<td>1.70</td>
<td>0.60</td>
<td>1.15</td>
</tr>
<tr>
<td>6</td>
<td>Use of modern instructional strategies</td>
<td>0.90</td>
<td>0.40</td>
<td>0.65</td>
</tr>
<tr>
<td>7</td>
<td>Trainee guidance and counseling mentoring</td>
<td>1.30</td>
<td>0.75</td>
<td>1.03</td>
</tr>
<tr>
<td>8</td>
<td>Utilization of training hours</td>
<td>1.80</td>
<td>0.90</td>
<td>1.35</td>
</tr>
<tr>
<td>9</td>
<td>Duration of PTC programme</td>
<td>0.80</td>
<td>0.50</td>
<td>0.95</td>
</tr>
<tr>
<td>10</td>
<td>Method of Evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) Continuous assessment</td>
<td>1.20</td>
<td>0.90</td>
<td>1.05</td>
</tr>
<tr>
<td></td>
<td>(b) Terminal evaluation</td>
<td>1.10</td>
<td>1.00</td>
<td>1.05</td>
</tr>
<tr>
<td></td>
<td>(c) Evaluation of teaching practice</td>
<td>1.40</td>
<td>0.90</td>
<td>1.15</td>
</tr>
<tr>
<td>11</td>
<td>Division of marks in theory and practical</td>
<td>0.90</td>
<td>0.80</td>
<td>0.85</td>
</tr>
<tr>
<td>12</td>
<td>Lesson planning &amp; teaching practice</td>
<td>1.40</td>
<td>0.90</td>
<td>1.15</td>
</tr>
<tr>
<td>13</td>
<td>Achievement of trainee in theory component</td>
<td>1.30</td>
<td>1.50</td>
<td>1.40</td>
</tr>
<tr>
<td>14</td>
<td>Achievement of trainee in practical component</td>
<td>1.60</td>
<td>0.80</td>
<td>1.20</td>
</tr>
</tbody>
</table>
Table 2

Shows the Comparison of training of Primary School Teachers by two modes using f-test and t-test

<table>
<thead>
<tr>
<th>Sample one</th>
<th>Sample two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable 1:</td>
<td>Non-formal</td>
</tr>
<tr>
<td>Cases 1 through 14</td>
<td></td>
</tr>
<tr>
<td>Mean:</td>
<td>1.270</td>
</tr>
<tr>
<td>Variance:</td>
<td>0.147</td>
</tr>
<tr>
<td>Standard Deviation:</td>
<td>0.384</td>
</tr>
</tbody>
</table>

F-TEST "VARIANCE 1 = VARIANCE 2"

| F Value: | 1.6032 |
| Numerator degrees of freedom: | 13 |
| Denominator Degrees of freedom: | 13 |
| Probability: | 0.4060 |
| Result: | Non-significant |

T-TEST "MEAN 1 = MEAN 2"

| Pooled s squared: | 0.1917 |
| Variance of the difference between the means: | 0.0274 |
| Standard Deviation of the difference: | 0.1655 |
| t-value: | 1.6185 |
| Degrees of freedom: | 26 |
| Probability of t: | 0.1176 |
| Result: | Non-significant at 0.05 level. |

Table 3 and 4 indicate that the teachers trained through non-formal system were lacking behind in preparation of lesson before teaching (0.80) and use of ICTs in classroom teaching (0.20), while they were good in using appropriate instructional material during teaching (1.40), appreciating the students on their performance (1.40), assessing students by using standard questions paper (1.80), and conducting co-curricular activities (1.85). Tables also indicate that Primary Teachers of the formal system were found strong only in the area of maintaining school record (1.30).

As far as the achievement of the students is concerned, primary school students of the teachers trained by non-formal out-rated the students of the teachers trained through non-formal system. Use of appropriate instructional material during teaching, assessing procedure, using standard question paper and co-curricular activities by the teachers have strong bearing on the achievement of primary school students. Analysis of data indicates that teachers of primary school
may be given training in the use of modern imbedded instructional strategies with use of ICTs in daily classroom teaching.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Performance parameters</th>
<th>Mean score of teachers trained through non-formal system</th>
<th>Teachers trained through formal system</th>
<th>Aggregate mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher prepare the lesson before teaching</td>
<td>0.90</td>
<td>0.40</td>
<td>0.60</td>
</tr>
<tr>
<td>2</td>
<td>Use of innovative teaching techniques during class room teaching</td>
<td>1.20</td>
<td>0.80</td>
<td>0.90</td>
</tr>
<tr>
<td>3</td>
<td>Interaction with the students</td>
<td>1.20</td>
<td>0.65</td>
<td>0.92</td>
</tr>
<tr>
<td></td>
<td>(a) Encouraging the students</td>
<td>1.10</td>
<td>1.00</td>
<td>1.05</td>
</tr>
<tr>
<td></td>
<td>(b) Using proper questioning techniques</td>
<td>1.30</td>
<td>0.30</td>
<td>0.60</td>
</tr>
<tr>
<td>4</td>
<td>Using appropriate instructional material during teaching</td>
<td>1.40</td>
<td>0.90</td>
<td>1.15</td>
</tr>
<tr>
<td>5</td>
<td>Use of ICTs during classroom teaching</td>
<td>0.20</td>
<td>0.00</td>
<td>0.10</td>
</tr>
<tr>
<td>6</td>
<td>Giving home work to the students regularly</td>
<td>1.00</td>
<td>0.80</td>
<td>0.90</td>
</tr>
<tr>
<td>7</td>
<td>Checking the home work regularly</td>
<td>1.00</td>
<td>0.60</td>
<td>0.80</td>
</tr>
<tr>
<td>8</td>
<td>Utilization of time in the class period</td>
<td>1.30</td>
<td>0.50</td>
<td>0.90</td>
</tr>
<tr>
<td>9</td>
<td>Appreciate the students on their performance</td>
<td>1.40</td>
<td>0.30</td>
<td>0.85</td>
</tr>
<tr>
<td>10</td>
<td>Guidance and counseling the students</td>
<td>1.15</td>
<td>0.88</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td>(a) Motivation of the students</td>
<td>0.95</td>
<td>0.85</td>
<td>0.90</td>
</tr>
<tr>
<td></td>
<td>(b) Punishment and reward</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td>(c) Individual attention</td>
<td>1.50</td>
<td>0.80</td>
<td>1.15</td>
</tr>
<tr>
<td>11</td>
<td>Assessment procedure and implementation</td>
<td>1.90</td>
<td>0.85</td>
<td>1.38</td>
</tr>
<tr>
<td>12</td>
<td>Setting a standard question paper</td>
<td>1.80</td>
<td>0.95</td>
<td>1.38</td>
</tr>
<tr>
<td>13</td>
<td>Achievement of students</td>
<td>1.80</td>
<td>0.80</td>
<td>1.50</td>
</tr>
<tr>
<td>14</td>
<td>Maintaining the school record</td>
<td>1.00</td>
<td>1.30</td>
<td>1.15</td>
</tr>
<tr>
<td>15</td>
<td>Conducting co-curricular activities</td>
<td>1.85</td>
<td>0.20</td>
<td>1.03</td>
</tr>
</tbody>
</table>
Table 4
Shows comparison of the performance of the Primary School teachers by two modes using f-test and t-test

<table>
<thead>
<tr>
<th>Sample one:</th>
<th>Sample: Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable 1:</td>
<td>NON-FORMAL</td>
</tr>
<tr>
<td>Cases 1 through 15</td>
<td>Mean: 1.267</td>
</tr>
<tr>
<td>Variance:</td>
<td>0.210</td>
</tr>
<tr>
<td>Standard deviation:</td>
<td>0.458</td>
</tr>
</tbody>
</table>

F-TEST "VARIANCE 1 = VARIANCE 2"
F Value: 1.8737
Numerator degrees of freedom: 14
Denominator degrees of freedom: 14
Probability: 0.2523
Result: Non-significant

T-TEST "MEAN 1 = MEAN 2"
Pool s squared: 0.1609
Variance of the difference between the means: 0.02515
Standard deviation of the difference: 0.1465
T-value: 4.1276
Degrees of freedom: 28
Probability of t: 0.0003
Result: Significant at 0.05 level.

Conclusion

Paper concluded that curriculum, quality and status of instructional material, time management and emphasis on the practical component of training in the training of primary teacher by non-formal system is somewhat good. The students intake at the PTC training in non-formal system is of deteriorated quality. Instructional techniques are not used appropriately during training of PTC teachers by non-formal system. It is also concluded that quality of intake, admission criteria and achievement in theoretical subjects of teachers trained by formal system look to be silver lining. Preparation of lesson planning and teaching practice did not come up to the mark.

The duration of PTC training and use of latest instructional strategies are the weakest areas of both modes of teacher training. All this lead to the impact that primary teachers trained through non-formal system performed comparatively better in using appropriate instructional material and appreciating the students on their achievement. Assessing the students through standard question papers and arranging co-curricular activities is part of teacher training process resulting in over all better achievement of their
students. Their colleagues who got training through formal system showed better performance in maintaining school record.

Recommendations

It is needed to increase the duration of PTC training so that the curricula are implemented in true spirit and curriculum objectives are fully achieved. It is rather better to initiate Bachelor of Science Education (BS.Ed.) 4 years with specialization in Early Childhood Education (ECE) and Elementary Education through both systems of teacher training. The trainers may use the modern instructional strategies like reflective thinking, mentoring, Flander's, interactions analysis etc. as these techniques emphasize more on skill development rather than theoretical lecturing. There is also the need for closer collaboration between formal and non-formal system to improve teacher education at PTC level.

This study also recommends that training package may consist of preparation of lesson planning, use of ICTs, use of proper techniques of questioning and managing co-curricular activities. Accountability of teachers with respect to their performance in the classroom may be made a part of their service conditions.

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ANALYSIS OF CURRICULUM DEVELOPMENT OF EDUCATION SYSTEM FOR HRD IN PAKISTAN

By
Qaim Raza Jaffry

Abstract
This research article has been developed with a view to analyze the curriculum development of the education system in order to determine its contribution towards Human Resource Development (HRD) in Pakistan. The main purpose of the study is to improve the curriculum development and to suggest some reforms which can yield a better human capital in the country. In this article the Human Resource Development is defined as “a process of increasing the skills, stocks of knowledge and capacities of all human beings actually available for economic and social development in the community”. The study provides an insight about the flaws in the existing relationship between curriculum and Human Resource Development. It also helps to redesign the curriculum in the light of the needs of the Human Resource Planning and Human Resource Management in the country. A good education system raises the levels of initiatives and inventiveness of the population; accelerate economic and social development and acts as a major means of inculcating abiding loyalties and commitments to national ideology and faith. It creates a good citizen who continuously shows soberness, tolerance and an inclination towards the attainment of modern knowledge. The key elements, which significantly affect a good education system of any country are; teacher and their motivation, curricula, and medium of instruction, examination, evaluation, and testing system, physical facilities, specially the equipment and teaching aids, students discipline, organization and administration, higher education, financing of education, privatization of education, decentralization of education and the research in education. In the end of the article, the recommendations are elicited. It is found that in order to enhance HRD in Pakistan, the various areas of the curriculum development

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call for improvements in the light of the changes taking place in the modern age.

Introduction

The focus of the study was to indicate the prevailing situation of the education system with all of its chief features with reference to the growth of the HRD in Pakistan. The researcher considers it worthwhile to investigate the flaws in the curriculum development in building up the HRD in Pakistan so that the educational planner in particular and HRD consultants/economic planner in general may get some guidelines and basic data for their necessary action.

The human Resource Development (HRD) is one of the most important issues today shaping the development strategy of almost all the countries around the world. Due to ignorance of HRD in the past, Pakistan did not enjoy encouraging human indicators. Pakistan, after its existence does not find itself in an enviable position. Out of 177 countries of the world its ranking order in terms of human development profiles comes to 138 (UNDP, 2002). Seen in the development of perspective of human development, indicators its profile in providing basic education, basic health care, safe drinking water adequate nutrition, and energy consumption and gender inequities present a bleak picture. The human capital formation greatly depends upon education, which raises productivity and efficiency and thus produces skilled manpower that is capable of leading the economy towards the path of sustainable economic development. It is, therefore, imperative to evaluate the educational system of Pakistan to ascertain its contribution towards HRD. In the research, the HRD has been defined as “a process of increasing the skills, stocks of knowledge and capacities of all human being actually available for economic and social development in the community. (UNDP, 2002)

The curriculum development is a process which determines how curriculum will proceed for the education system. It is basically concerned with the following questions:

a. Who will be involved in curriculum construction – teachers, administrators, or students?

b. What procedures will be used in curriculum construction - administrative direction, faculty committees, universities, consultations?

c. If committees are to be employed, how they will be organized?

The most pressing educational problem involves learning is how to create and maintain a human environment in our school. There is no clear designation
for this approach, but it is characterized as a humanistic approach to education. It is concerned with psychological or emotional atmosphere of the classroom. (Farooq, 1993)

Education is an indispensable ingredient of HRD and a basic right of every citizen. There is now a growing consensus that without HRD, the economic growth of a country is not possible. The HRD is a key concept in management system of organization. It covers both training and development requirements of organization. The art of management consists in ensuring optimum use of manpower resources through education for realization of assigned objectives. The HRD gets priority in the managerial functions and no organization or administration of whatever level can either ignore or relegate it to a secondary position. (Malik, 1991)

Education is the key to building human capital, which is the vital ingredient in building a nation greatly depends upon curriculum development. The human capital is the stock of useful, valuable, and relevant knowledge built up in the process of education and training. The curriculum development must be relevant to the needs of modern societies and to the demands of global markets. The curriculum needs to be reorganized basing on the current requirements of the future of the country in the light of the needs of HRD. The HRD has been defined in many ways but all definitions point out the significance of the attainment of the education in one or the other form. There is no concept of HRD without understanding the concept of education. It is hoped, this study would be helpful to redesign the Human Resource Planning (HRP) and Human Resource Management (HRM) in the country in relation to the prevailing education system. The outcome of the study would be of great support for the educational planners, educational managers, educational administrators, HRD consultants, curriculum developers, teacher’s trainers and all those who would be interested in educational and economic development of the country. A better curriculum development will continue if it is:

1. Well defined
2. Comprehensively explained
3. Objective oriented
4. Easy to grasp
5. Progressive in nature from theory to application
6. Addressing the needs of modern age
7. Matching with the competence of the facilitators
8. Generating element of curiosity
9. Flexible to accommodate the view point of facilitators and students
10. Providing creativity / thinking process

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11. Providing track for the students and pace for future advanced learning
12. Generating interest of the students
13. Up-dating and improving periodically

Statement of problem
The proposed article is focused on the analysis of the curriculum development of various areas of the education system and its contribution towards the enhancement of the Human Resource Development in Pakistan.

Objectives of the study
1. To present a critical view of the existing curriculum of various areas of education system with reference to HRD in Pakistan.
2. To suggest modalities to create compatibilities in the curriculum of various areas of education system in order to enhance HRD.

Assumption
The existing curriculum does not comprehensively contribute towards the growth of HRD in the country.

Procedure of the study
The study of this article is based on descriptive research; the researcher interacted with persons dealing either as user or developer of the curriculum of various areas of education system. The researcher has consulted the bulk of literature engulf in the form of books, journals, research papers, research studies and approved government documents. All these documents were used as data and tools for the research study. After data analysis, a detailed presentation according to the objectives is made.

Concept of curriculum
The curriculum plays a vital role in attaining the aims and objectives of education. The word curriculum is derived from the Latin root, "curricere" which originally means a course, usually a race course. Hence, the curriculum implies a run way, a course, on which a person runs to reach a goal.

The main purpose of education, "all around development" cannot be achieved only by curricular activity. So, for achieving this purpose the old concept of curriculum was criticized and it was suggested that another social activity or co-curricular to be included in the curriculum. Thus, the new concept includes:
1. Complete institutional environment
2. All the courses
3. Totality of experiences of experiences and activities go on in the institutions, class rooms, library, laboratory, workshops, play grounds and innumerable in for mal contacts between teachers and students
4. The whole life of the educational institutions becomes the curriculum and causes the development of the balanced personality

The curriculum means all the activities which are provided inside and outside the institution for achieving the predetermined goals. Its concept may be concluded in following broad components:

1. Programme of study
2. Programme of activity
3. Programme of guidance.

Curriculum development

It has been universally accepted that to bring change in the human development, a change is needed in the curriculum development. Every subject should carry lessons that inform, empower and agitate the mind. These subjects should not be sermons, repetition of dogmas, doctrines that can not/should not be questioned - that is contrary to, and violates the fundamentals of education. The language has been the dominant victim and cause of decimation of the whole system of education. While it seems logical to have “primary education” taught and learned through one’s mother tongue, for this is the language of his/her dreams and private thoughts. Basic concepts would be expected to be absorbed almost imperceptibly, best in the mother tongue. But, what prevents English being taught-grammar, composition, comprehension, essay writing, prose and poetry from grade 3-5. Moral values are inculcated through ‘role models’, rather than through undiluted lectures, quoting examples that are so well-known that repetition leads to repulsion. The excerpts from the biographies of the luminaries of bygone days who had lived lives as ‘a good person’, by any standard, will lead the students to read more, and more such great personalities. (Anita, 2000)

Process of curriculum development

The following steps are taken up in the development of the curriculum:

1. Formulation of objectives of education
2. Specification of objectives of education in respects of different ages of education
3. Development of scheme of studies, syllabi, content, etc.
5. Implementation of curriculum in the institution
6. Evaluation of curriculum

**Philosophy and the nature of knowledge**

Basic assumption about philosophy and the nature of knowledge are particularly relevant and influential in the curriculum work since major focus of education is providing knowledge and facilitating learning process. Every society is held together by a common faith or philosophy, which serves its members as a guide line for living a good life. There are three philosophical categories that have particular relevance for curriculum decision making:

**Ontology**

It is the philosophical problem which deals with the nature of reality.

**Epistemology**

It is the philosophical problem that deals with the nature of knowledge.

**Axiology**

It is the branch of philosophy which deals with problems of value. Axiological questions, customary are divided into two main categories:

a. **Ethics.** Ethics is concerned with concepts of right and wrong and bad as they apply to human conduct.

b. **Aesthetics.** It deals with the qualities of beauty and enjoyment in human experience.

**Society and culture**

The importance of culture in the study of curriculum is further underlined when it is asked, ‘should the curriculum be designed primarily to transmit the culture to the young or to foster their individual development?’ In fact, the study of curriculum implies the study of the society and culture.

**The individual**

The nature of the individual human organism influences at least two levels. First, the biopsychological nature of man places certain limits on the content and organization of the curriculum. Second, no less important, man’s philosophical conceptions of his own nature will exercise an impact on the performance of the curriculum.

**Learning theory**

How human beings learn will affect the shape the curriculum. The learning process is highly complex aspect of human mental functioning about
which psychologists are by no means in agreement. The curriculum content and activities will be designed to remove barriers between the learners and positively balance areas in his life space.

Central problem of curriculum design

Central problem of curriculum design are scope, sequence, continuity and integration. Its major concerns, are the nature and arrangement of the basic curriculum components, i-e., aims, goals, and objectives; contents and learning activities and evaluation.

Horizontal organization sometimes referred to as scope and integration is concerned with side-by-side arrangements of curriculum components. In contrasts vertical organization sometimes refers to as sequence whereas continuity is concerned with the longitudinal arrangement of curriculum elements.

Scope

The critical problem of curriculum design centers on the two basic dimension: horizontal and vertical arrangement or in the terminology of curriculum field, scope and sequence. The scope refers to the extent and arrangements of curriculum elements that occur at the same time, while sequence describes here progressive, level to level organization over a period of time.

Continuity

It refers to the vertical reiteration of major curriculum elements. Thus, if inductive reasoning skills are important as an objective, learning activities throughout the curriculum would be design in such a way that the students have repeated and continuing opportunities to practice this activity.

Sequence

It is similar to the continuity as a criterion, but goes beyond it. The sequence depends not merely on the activity which reiterates, but it takes progress from simpler to the more complex issue. Reading activities e.g., are organized in such a way that the students must deal with increasingly more complex vocabulary and sentence structure as they proceed through the curriculum at the same time that they continue to practice and improve on previously acquire word pronunciation skill and speed. At even more advance level, the students may be engaged in activities that acquire them to interpret and to critique as well as to translate the printed page into spoken language. The criterion of sequence often appearing the literature under the nomenclature “cumulative learning”. It should be pointed out that appropriate sequence in learning activities can often be achieved without changing the content. A simple example of this principle is
“Alice in Wonderland” the content, which can be dealt with either at the nursery level in elementary school or as a complex literary work on the college level.

Integration

It addresses itself in the horizontal relationship of curriculum activity. The intent here is for curriculum activity at any given point in the sequences to be related in such a way so as to provide a unified and integrated experience for the learner or activities involving the solution of geometric problems might be integrated with map making activities in the geography class. Ultimately, however the success or failure of the integration of activities depends on what happens to the learner. And this may very well mean that we will have to shift our emphasis away from relating concurrent activities each of which is characteristic of an established subject to totally novel learning activities.

Concepts of HRD

In the UNDP’s Human Development Reports, 1998, the human development is defined as the enlargement of the range of people’s choices. This is an extension, enlargement, and deepening of the now somewhat unpopular basic needs approach. Thinking about poverty has evolved from economic growth as the performance criterion of development to employment, income distribution, the informal sector, and via basic needs to human development.

To develop means is to expand or realize productivity and to bring gradually to a fuller, greater or better state. The human resource means a body of persons held together, by belief, in communication, origin speech, culture, political union, or a body of persons linked by common knowledge. The development process does not mean an individual becoming bigger, but a group of people becoming different as individuals and as people. The development is a participatory process. It cannot be imposed from outside. The people have to decide their own need for development. (Rao, 1993)

The term ‘HRD’ was introduced to the 1969 Miami conference of the American Society of Training and Development (ASTD) by Leonard Nadler, and he subsequently provided a definition in 1970. Nadler and Nadler, (1990) emphasized that there had been a significant number of people entering the HRD field and, therefore, they deserved to have a definition of the subject. At the same time, he maintained that good HRD specialists see an input into most of the operational areas and, therefore, delimiting the field can also have adverse consequence for the profession. The recognition that HRD is fed into most organizational areas was also noted by Galagan (1986) who described it as an omnivorous discipline, incorporating over the years almost any theory or practice
that would serve the goal of learning in context of work. Like an amoeba, it has ingested and taken nourishment from whatever it deemed expedient in the social and behavioral sciences, in learning theory and business. (Brooks, 1994)

Need for human development

There are six reasons as to why human development should be promoted. First, and above all, it is an end in itself that needs no further justification. Second, it is a means to higher productivity. A well-nourished, healthy educated, skilled, alert labor force is the most important productive asset. Third, it reduces human reproductivity by lowering the desired family size. This generally is regarded as desirable. It is paradoxical that a policy that reduces infant mortality and raises health standards should lead to lower population growth. One might think that more survivors mean more mouths to feed. But evidence shows that poor people try to over-ensure themselves against infant deaths, and that reduced child deaths lead to lower desired family size. It is true that there is a time lag about decades between falling child mortality and lower fertility rates. But other components of the human development strategy, such as better and longer education of girls, pay off sooner in smaller families.

Partha Dasgupta (1993) quotes May and Heer (1968), who has estimated that parent’s in India, in order to have a 95% probability that they will have a surviving son at age 60, must have 6.3 children, which was about the Indian fertility rate in the 1950s. Educating the girls would mean that the same old age insurance can be obtained by a surviving daughter which would half the fertility rate.

Fourth, human development is good for the physical environment. The poor are both a cause (though not as large cause as the rich) and the main victim of environmental degradation. The impact of population growth and population density on the environment is more controversial. The conventional view is that it is detrimental. The argument is that population growth increases the demand for land for uses other than crops. Fewer trees adversely affect the environment. Over cultivation means over grazing by cattle and the deforestation leads to desertification.

Fifth, reduction in poverty contributes to a healthy civil society, democracy, and greater social stability. China has witnessed a rapid reduction in poverty, while maintaining an autocracy, but the call for freedom cannot be suppressed for long.

Sixth, it has political appeal, for it may reduce civil disturbances and increase political stability, though it depends on the relation between aspirations
and material improvements. Even its aspirations move too far ahead of improvements, which may lead to political instability. (Streeten, 1995)

**Impediments in curriculum development**

The following factors are the major impediments in the way of curriculum development to make it compatible with HRD:

1. Pressure groups at national level
2. Pressure groups at international level
3. Pressure of socio economic groups
4. Disharmony in the cultural values
5. Inconsistency in the education policies
6. Lack of resources
7. Abrupt changes in the government priorities
8. Variety of students from different background

**Education sector reforms and HRD**

The Education Sector Reform (ESR) 2001–2004 is not a new policy but an action plan to address the Delivery Gap in the education sector. It is spread across all sub-sectors of education from early childhood to tertiary level. The ESR has been devised indigenously. It is home–grown initiative and a basis for several nation-wide programmes within the context of devolution. The linkage of education with poverty reduction is powerful. The Delivery Gap is the central challenge of ESR. The ESR reflects commonsense areas of education where systematic attention is long over due. The mission statement of ESR states that:

“Developing human resources in Pakistan as a pre-requisite for global peace, progress and prosperity.”

**The vision for ESR**

1. The quality education enabling all citizens to reach their maximum potential.
2. To produce responsible, enlightened citizens.
3. To integrate Pakistan into the global framework of human centered economic development.

**ESR strategies**

1. Sector-wide reform, based on efficiency and equity
2. Political will
3. Poverty Reduction Strategic Programme
4. Resource mobilization, including Debt Swap
5. Decentralization under the Development Plan
6. Public Private Partnership and Community Participation
7. EFA Action Plan and ordinance for Compulsory Participation and 
8. Outcome based planning, budgeting and audit

ESR objectives
1. Improvement in literacy rate and universalization of primary education.
2. Improvement in the quality of education through better teachers.
3. Reformed curriculum and efficient examination system.
4. Introducing a third stream of technical and vocational education at district levels.

This mission, vision and objectives cannot be achieved without bringing change in the curriculum. To bring global peace, progress and prosperity in the country through HRD, curriculum is required to be redesigned accordingly.

Current priorities of education policy
In Pakistan literacy is estimated at 50.1 percent with considerable gaps across genders provinces and rural-urban divide. Pakistan is facing the challenge of coverage and quality in education. The government has a policy framework in place to advance gender equality in education. Diverse programmes including compensatory programmes like; stipends free text books, school nutritional support and initiatives through public private partnerships (school up gradation) are resulting in higher coverage for girls. Furthermore, all development allocations are being provided at least 50 percent more to girls’ schools.

The linchpin of this effort is Education Sector Reforms (ESR) Action Plan 2001- 2005, embedded in Poverty Reduction Strategy Paper. The Government is also in dialogue with development partners for Education for All Fast Track Initiative (FTI) to enhance quality and coverage in education. The ESR is based on long term framework linked to EFA goals by 2015.

Recognizing a close nexus between poverty and extending entitlements through ESR is a major challenge. The Ordinance for compulsory primary education has already been promulgated. An incentive package has been developed to meet the educational needs of poor students, such as free textbooks, uniforms, stipends, fee waivers and nutrition. Stipends for the students are being provided through Zakat as well as formal budgetary allocations. The teachers Resource Centers (TRCs) are being set up at the district and tehsil levels for providing decentralized information and capacity building opportunities to the teachers, managers and communities. To date, 300 TRC’s have been established,
but they need strengthening through annual targets activities and predictable budgets. Now the government objective is the uniformity of curriculum through mainstreaming subjects in the Madarīs helping graduates to avail employment opportunities. The government will mainstream 8,000 Madarīs through introduction of new subjects, such as English, General Math, Social Studies at the primary and secondary level; English, Economics, Computer Science and Pakistan Studies at higher level through a three-year-grant-package for registered Madarīs.

**Conclusion**

On the analysis of the aforementioned available literature and official documents, the following conclusion may be drawn:

1. Curriculum in the education system is inadequately supporting the domain of knowledge in HRD.
2. Curriculum in the education system is inadequately supporting the domain of social development in HRD.
3. Curriculum in the education system is inadequately supporting the domain of economic development in HRD.
4. In order to enhance HRD in Pakistan, some reforms and improvements in the existing curriculum are needed.

**Recommendations**

Following are the recommendations for creating compatibilities of curriculum with the growth of HRD in Pakistan:

1. Curricula should have flexibility and articulation within the system.
2. Curricula should be reviewed and updated periodically.
3. Feedback mechanism of the curriculum should be devised at all levels.
4. Scrutiny and re-examination of curriculum should periodically be carried out.
5. Emphasis may be laid on moral education in the curriculum.
6. Curriculum may be designed keeping in view the social values of the society.
7. Curriculum may be supporting the students in becoming an earning member of the society instead of an educated burden over the economy.
8. Curriculum Development should be considered a continuous and normal activity rather than, a stop and start or emergency activity.
9. At present the curriculum in Pakistan is planned and organized on a national level. The curriculum should be developed, at least, on regional levels keeping in view the national needs.

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

11. Persons who are familiar with research techniques and have a broad outlook in education, should be appointed as supervisors and teacher trainers to be able to help in further improvement in curricula.

12. Research centers should be opened at the regional level to conduct research. These research centers may be entrusted with the job of improving the curriculum in view of the changing needs of the country.

13. The Institution of Education and Research should produce leaders in curriculum development, who should be appointed in research centers.

14. The understanding of concepts should be emphasized rather than the facts. 15. The textbooks and curricula should be examined to ensure thought sequence.

16. Educational objectives should be clearly defined in pragmatic way.

17. At the primary stage, more weightage should be given to activities rather than informatory knowledge.

18. The teacher is the main source of implementation of curriculum and character building. Emphasis should be given on the in-service training of teacher. A system of teacher evaluation should be introduced. Preparatory training and refresher courses should be conducted on a regular basis.

19. Technical education and vocational training should be a compulsory part of curricula at all levels.

20. Vocational courses in secondary schools should be refined to improve their content and relevance to local needs.

21. There should be an integration among study materials of the vocational education with the general education.

22. A coordinating cell of manpower division should be established within the curriculum wing, which should be responsible to the needs of the labour market and producer market in the economy.
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A COMPARATIVE STUDY OF MASTER LEVEL
TEACHER TRAINING PROGRAMMES OFFERED BY
FEDERAL COLLEGE OF EDUCATION, PAKISTAN AND
PLYMOUTH STATE UNIVERSITY, USA

By
Mr. Aijaz Ahmad Jujjar*
Ms. Samina Rehman Dogar**

Abstract
This study aimed at comparison of the master degree programmes of teacher education programme of Pakistan and USA. The teacher educators, administrators and library staff have provided the information required for the analysis of data collected through questionnaires from Pakistan and through mail as well as personal visit to Plymouth State University (USA). The study revealed that in USA teachers are more qualified and experienced. The classrooms are loaded with the audio-visual aids and latest equipment. The laboratories and library facilities are up to the mark. Teachers adopted a much-varied amount of techniques and methods. There is noting called as Annual Confidential report (ACR). The evaluation of teachers is based on the results of the students. On the other hand, Pakistan is lagging behind in all aspects other then laboratories where it is found comparatively better than Plymouth State University, USA.

Introduction
This study compares the basic background for Graduate Teacher Training Programme offered by Plymouth State University (NH) USA and the Federal College of Education, Islamabad. It is intended to determine academic areas that both universities (institutions) have in common and even areas that could compliment existing programmes.

In the field of education there are many programmes for the training of the teachers. Each of these programmes takes a different approach for providing all necessary competence, knowledge, attitudes and skills to prepare the teachers for the future. Education is, in fact, an instrument of national and social reconstruction that includes honour, integrity and services to the nation, its

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teachers and its children. Education is very important for the development of every county. Education is the responsibility of policy makers; educationists and curriculum planners to provide comprehensive programmes that require both the students and teachers to achieve educational standards.

The present time is an age of science and information technology. We all know as to how much the computers have changed our lives. The new investigation, using this technology, will reveal many new secrets of the nature. It is clear today that no country can progress into the future without utilization science and technology. Some countries remain behind the rest because they do not grasp technology. The main reason for these problems is the lack of education and our failure in adopting current technology. With proper educational standards in science and technology, each nation could be competitive in the modern world.

Islam lays special emphasis on the acquisition of knowledge. According to the Holy Quran, Allah has made man as His vice-regent due to knowledge (Ilm-ul-asma), when angels about the vice regency on earth. This shows the importance of acquiring education according to the Holy Quran.

The Holy Quran deals mainly with the basic principles of human life. Therefore, the Quranic concept of education is that it explains and teaches its leading principle in each and every sphere of life. So we can say that "Proclaim or read in the name of the Lord who created man from a dot," was the first lesson form the Almighty Allah, which was basic unit of instruction.

So we can definitely appreciate how nicely the Holy Quran provides guidance in respect of various branches of learning, and advises the man to use intellect. Education is the basic human rights of all nationals of the world. The UNESCO, UNICEF, UNDP and World Bank had jointly called on the nations in their "World Declaration on Education for All" to promote basic education in their respective countries. Pakistan had also participated in the "Education for All" Summit of Nine December 1993. Some extract is given below:

"According to one recommendation of this conference, the groups proposed. We the leaders of nine population developing nations of the world hereby reaffirm our commitment to pursue with utmost zeal and determination, the goal set in 1990 by the world conference on Education for All in the world summit on children, to meet the basic learning needs of all our people by making primary education universal and expanding learning opportunities for children, youth and adults."
Education has always been considered a basic need from every one’s point of view, including the administrator, philosopher, religious person, scholar, educator, politician, an economist and even common man. Despite its importance, educational enterprises in Pakistan do not show an impressive record of the achievement. This is due to a variety of factors which are indicated hereunder:

1. Our system is not on single philosophy
2. Financial constraints
3. Discontinuity of policies/plans
4. Unstable political atmosphere/system
5. Highly expensive fee structure at higher level

The Education Policy 1972-80 had suggested that in order to meet the massive requirements of teacher at all stages, facilities for teacher education should be increased by recognizing teacher education programmers and by introducing innovative instructional techniques. Pakistan, being one of the developing countries with a huge foreign debt burden, treat of economic degradation and decline, rapid population growth, widening economic disparities among and within nation instability in security and unemployment, etc.

The teacher training programmes in Pakistan aims at preparing educational planner managers, administrators, teacher educations, guidance counselor’s researchers and leaders in specific areas of education.

The Commission on National Education, 1959, had, for the first time, recommended the following objectives of teacher education. According to the Commission Report, a teacher should:

1. Be academically well trained in the subjects he teaches.
2. Have had sound professional training in how to teach his subjects.
3. Have had sound professional background in how to understand the children in his/her charge.
4. Have a deep sense of professional honour.

According to Education Policy (1998-2010), the objectives for teacher training were set as under:

1. To create a matching relationship between demand and supply of teacher,
2. To increase the effectiveness of the system by institutionalizing in-
service training of teacher, teacher trainers and educational administrators.

3. To upgrade the quality of pre-service teacher training programmes by introducing parallel programmes of longer duration at post-secondary, post degree levels.

4. To make the teaching profession attractive for the young talented graduates by institutionalizing a package of incentives.

5. To develop a viable framework for policy, planning in-service and pre-service.

6. To provide for management training of educational administrators at various levels.

In view of the current situation of teacher education in Pakistan, it seems that there is a movement towards a better future. To learn from the experiences of developed nations, we need to compare ourselves with the nations, which have acquired a better status in the field of education.

Statement of the problem

“A Comparative Study of Post Graduate Level Teacher Training Programmes offered by Plymouth State University, USA and Federal College of Education, Pakistan”.

Objectives of the study

The comparative study of Plymouth State University USA and Federal College of Education H-9, Islamabad, was mainly aimed:

1. To compare the educational programmes being offered at above-noted two institutions.

2. To contrast the physical facilities provided at these institutions.

3. To analyze the quality of teaching of the two institutions.

4. To highlight the adaptable features of Plymouth State University USA.

Significance of the study

This study would play a significant role at national level for educational planner, managers, administrators, teacher educators, guidance counselors, researchers and leaders in specific areas of education. It would help in planning teacher education programmes and in developing better teacher education institutions in the country. The study would also prove to be beneficial for Federal College of Education H-9, Islamabad, as it would give a comparative perspective and would highlight the adaptable improvements in the institution. The study is
significant for the researchers, as it gives a broader view of teacher education programmes and planning.

Delimitations

Due to constraints of time and resources, the study was delimited only to the following areas:

1. Only postgraduate programmes (M.A/M.Ed./M.Ed. (Science))
2. Classrooms, laboratories and library provisions
3. Teaching methodology being adopted.
4. Faculty members of the Education Departments.
5. Resources (Human and Non Human).

Methodology

The descriptive type of research design was used to compare the resources (human and non human), scheme of studies and teaching methods of both institutions.

Population

The population of the study comprised of all the faculty members, administrative staff and other personnel of Federal College of Education, Islamabad and Plymouth State University, USA.

Sample

Purposive sampling technique was used. So the sample comprised of selected members of Faculty, Administration, library staff and laboratory staff at Plymouth State University and Federal College of Education.

Ten faculty members of both the institutions, 10 members of Lenson library, four staff members of Federal College of Education library, four laboratories in charges of Federal College of Education and two laboratories in charges of Plymouth State University were included in the sample.

Instrument Development

Structured questionnaire technique was used. The questionnaires framed out all physical provisions in classrooms, library, laboratories and teaching methods applied at Plymouth State University and Federal College of Education. The questionnaires were developed for teachers, library staff, laboratory staff and administrative staff at Plymouth State University and Federal College of Education.
Three questionnaires were developed to collect the data about classroom provisions, laboratory provisions and library provisions and one questionnaire was developed for the quality of teaching.

**Pilot Testing**

The first version of all four questionnaires was discussed with the internal advisor and other experts of the field to access the validity of the instruments. Each question in these questionnaires was examined in the light of the following criteria:

1. Is it relevant to the problem of the study?
2. Is it clear and straightforward?
3. Is it consistent with the scope of the study?

**Data Collection**

The questionnaires were distributed to the respondents personally while the researcher visited both the institutions. All concerned persons of Plymouth State University and Federal College of Education cooperated with the researcher very well. The fourth questionnaire i.e. for the quality of teaching was distributed in Federal College of Education faculty personally and sent 10 questionnaires through e-mail at the personal e-mail addresses of Plymouth State University faculty members, but received the responses of only six persons.

**Analysis of Data**

For completeness authenticity and correctness of the returned questionnaires were checked separately. A coding scheme was prepared and data were tabulated separately.

Data was analyzed and results were presented in statistical form. The scores of both institutions were compared and the correlation among these scores were calculated to make a fair comparison.

**Table No.1**

**Showing Usage of Teaching Techniques in Federal College of Education and Plymouth State University**

<table>
<thead>
<tr>
<th>Statements</th>
<th>Federal College of Education N=10</th>
<th>Plymouth State University N=10</th>
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<tr>
<td></td>
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<td>No</td>
</tr>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Team teaching</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Micro teaching</td>
<td>09</td>
<td>90</td>
</tr>
</tbody>
</table>

174
| Field trip | 01  | 10  | 09  | 90  | 10  | 100 |  -  |  -  |
| Group discussion | 06  | 60  | 04  | 40  | 09  | 90  | 01  | 10  |
| Dialogue | 07  | 70  | 03  | 30  | 10  | 100 |  -  |  -  |
| Student-teacher interaction | 09  | 90  | 01  | 10  | 10  | 100 |  -  |  -  |
| Student-student interaction | 03  | 30  | 07  | 70  | 10  | 100 |  -  |  -  |
| Group and individual activities / assignments | 10  | 100 |  -  |  -  | 10  | 100 |  -  |  -  |

Table No.1 reveals that among the faculty of Federal College of Education, 100% used team teaching method, 10% used fieldtrip, 60% group discussion, 70% dialogue, 90% student teacher interaction, 30% student-student interaction and 100% group and individual activities. Whereas in the Plymouth State University faculty 100%, used team teaching, 90% micro teaching, 100% fieldtrips, 90% group discussion and 100% used dialogue, student teacher interaction, student-student interaction and group and individual activities.

**Table No.2**

**Use of Audio Visual Aids in Federal College of Education and Plymouth State University**

<table>
<thead>
<tr>
<th>Statement</th>
<th>FEDERAL COLLEGE OF EDUCATION</th>
<th>PLYMOUTH STATE UNIVERSITY</th>
</tr>
</thead>
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<tr>
<td></td>
<td>N=10</td>
<td>N=10</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>a- Charts / Flash Cards</td>
<td>04</td>
<td>40</td>
</tr>
<tr>
<td>b- Pictures</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>c- Graphs</td>
<td>02</td>
<td>20</td>
</tr>
<tr>
<td>d- Maps</td>
<td>02</td>
<td>20</td>
</tr>
<tr>
<td>e- Models</td>
<td>01</td>
<td>10</td>
</tr>
<tr>
<td>f- Radio / Audio Cassette Player</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>g- Television</td>
<td>01</td>
<td>10</td>
</tr>
<tr>
<td>h- VGR / Video Films</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>i- Projector(OHP)/ Transparency</td>
<td>01</td>
<td>10</td>
</tr>
<tr>
<td>j- Films / Film Strips</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>k- Special Equipment for Science Subjects</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>l- Display Boards</td>
<td>08</td>
<td>80</td>
</tr>
</tbody>
</table>

175
Table No.2 reveals that among the faculty of Federal College of Education, 40% liked to use flash cards, no one used pictures, 20% graphs, 20% maps, 10% models, no one used radio/audio cassette player, 10% television, no one used VCR/Video films, 10% used projector (OHP). No one uses films/filmsstrips and special equipment for science subjects and 80% of them used display boards. The table also reveals that among the faculty of Plymouth State University, 100% used flashcards, 80% pictures, 100% graphs, 100% maps, 100% models, 100% radio/audio cassette player, 90% television, 100% VCR/video films, 100% projector (OHP), 100% films/filmsstrips, 90% special equipment for science subjects and 80% of them used display boards.

Table No.3
Mean Scores of Federal College of Education and Plymouth State University in classroom, Library, Laboratory provisions and quality of teaching

<table>
<thead>
<tr>
<th>Institution</th>
<th>Classroom</th>
<th>Library</th>
<th>Laboratory</th>
<th>Quality of Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal College of Education</td>
<td>6.8</td>
<td>14.5</td>
<td>8.5</td>
<td>9</td>
</tr>
<tr>
<td>Plymouth State University</td>
<td>9.8</td>
<td>22</td>
<td>28</td>
<td>18</td>
</tr>
</tbody>
</table>

Table No.3 reveals the mean scores of Federal College of Education and Plymouth State University in the provisions and quality of teaching in their institutions. The information regarding these provisions about classroom was 6.8 at Federal College of Education and 9.2 at Plymouth State University; about library 14.5 at Federal College of Education and 22 at Plymouth State University; about laboratory was 8.5 at Federal College of Education and 28 at Plymouth State University and about quality of teaching at Federal College of Education was 9 and 18 at Plymouth State University.

Table No.4
Teaching Methods of Federal College of Education and Plymouth State University

<table>
<thead>
<tr>
<th>Statement</th>
<th>FEDERAL COLLEGE OF EDUCATION N=10</th>
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</tr>
</thead>
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<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Deductive Method</td>
<td>03 (30)</td>
<td>07 (70)</td>
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<tr>
<td>Inductive Method</td>
<td>02 (20)</td>
<td>08 (80)</td>
</tr>
<tr>
<td>Lecture Method</td>
<td>08 (80)</td>
<td>02 (20)</td>
</tr>
<tr>
<td>Demonstration Method</td>
<td>03 (30)</td>
<td>07 (70)</td>
</tr>
<tr>
<td>Project Method</td>
<td>01 (10)</td>
<td>09 (90)</td>
</tr>
<tr>
<td>Paper laboratory Method</td>
<td>01 (10)</td>
<td>09 (90)</td>
</tr>
<tr>
<td>Assignment Method</td>
<td>10 (100)</td>
<td>-</td>
</tr>
</tbody>
</table>

176
<table>
<thead>
<tr>
<th>Heuristic Method</th>
<th>01</th>
<th>10</th>
<th>99</th>
<th>90</th>
<th>10</th>
<th>100</th>
<th>-</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Solving Method</td>
<td>-</td>
<td>-</td>
<td>10</td>
<td>100</td>
<td>10</td>
<td>100</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Inquiry Method</td>
<td>-</td>
<td>-</td>
<td>10</td>
<td>100</td>
<td>09</td>
<td>90</td>
<td>01</td>
<td>10</td>
</tr>
</tbody>
</table>

Table No.4 reveals that among the Federal College of Education faculty, 30% used deductive method, 20% inductive method, 80% lecture method, 30% demonstration method, 10% project method, 10% paper laboratory method, 10% assignment method, 10% heuristic method and none of them used problem solving method and inquiry method; and among the faculty of Plymouth State University, 100% used deductive method, 90% demonstration method, 100% project method, 90% laboratory method, 100% paper laboratory method, 10% assignment method, 10% heuristic method and none of them used problem solving method and inquiry method.

**Table No.5**

**Use of Educational Technology in Federal College of Education and Plymouth State University**

<table>
<thead>
<tr>
<th>Statement</th>
<th>FEDERAL COLLEGE OF EDUCATION N=10</th>
<th>PLYMOUTH STATE UNIVERSITY N=10</th>
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</thead>
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<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Charts &amp; Flash Cards</td>
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</tr>
<tr>
<td>Pictures</td>
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<td>Maps</td>
<td>-</td>
<td>10</td>
</tr>
<tr>
<td>Models</td>
<td>-</td>
<td>10</td>
</tr>
</tbody>
</table>

Table No.5 reveals that among the faculty of Federal College of Education, 10% used pictures and no one used charts flash cards, graphs, maps and models. It also shows that among the faculty of Plymouth State University, 100% used charts flash cards, graphs, maps, pictures and 90% used models.

**Findings**

As a result of statistical analysis of the responses of both the institutions, collected with the help of questionnaires, the researcher reached on the following research findings:

1. Among faculty of Federal College of Education, 27% are M.Phil/PhD, 87% are M.A (Ed) 53% are MA/M.Sc, while 87% are M.A/M.Sc with B.Ed. While in Plymouth State University 61% are M.Phil / PhD, 33% are M.A (Ed) 45% are M.A/M.Sc, while 7.8%
are M.A/M.Sc with B.Ed. Most of the faculty members of both institutions have more than one degree at the same time.

2. Among the faculty of Federal College of Education, 60% of faculty members have 1-10 years teaching experience, 20% with 11-20 years, 13% with 31-40 years and 6.66% with more than 40% whereas in the faculty of Plymouth State University, 20% of faculty members have 1-10 years teaching experience, 20% with 11-20 years, 40% with 31-40 years and 10% with more than 41 Years experience.

3. In the faculty of Federal College of Education, 13% are professors, 13% are associate professors and assistant professors, whereas 60% are lecturers and there is no instructor. While in the case of Plymouth State University faculty, 39% are professors, 33% associate professors and 20% are assistant professors where as only 02% are lecturers and 09% are instructor.

4. Teaching methods used by Federal College of Education faculty, 30% use deductive method, 20% use inductive method, 80% use lecture method, 10% use project method, 10% use paper laboratory method, 10% use assignment method, 10% use heuristic method and none of them use problem solving method and Inquiry method while in Plymouth State University, 100% use deductive method. 90% use inductive method, 100% use lecture method, 90% use demonstration method, 100% use project method, 90% use laboratory method, 100% use paper laboratory method, 10% use assignment method, 10% use heuristic method and none of them use problem solving method and inquiry method.

5. The teaching strategies/techniques used by Federal College of Education faculty, 100% use team teaching, 100% use micro teaching 10% use field trip, 60% use group discussion, 70% use dialogue, 90% use student-teacher interaction, 30% use student-student interaction, only 10% use group and individual activities/assignments and for Plymouth State University 100% use team teaching, 90% use micro teaching, 100% use field trip, 90% use group discussion, 100% use dialogue, 100% use student-teacher interaction, 100% use student-student interaction and 100% use group and individual activities/assignments.

6. The motivation techniques used by the Federal College of Education faculty, nobody uses incentives, 80% use encouragement, only 20% use rewards technique, 20% give assistance in studies, 70% use counseling and only 30% use negative reinforcement for Plymouth State University faculty,
100% use incentives, 90% use encouragement, 100% use rewards technique, 100% give assistance in studies, 90% use counseling, and no one use negative reinforcement. Most of the faculty members of both the institutions use more than one technique at the same time.

7. The availability and use of audio visual aids by the Federal College of Education faculty, 40% like to use flash cards, no one use pictures, 20% graphs, 20% use maps, 10% use models, no one use radio/audio cassette player, 10% use television, no one uses VCR/Video films, 10% use Over Head Projector (OHP)/Transparency. No one uses films/film strips and special equipment for Science subjects and 80% of them use display boards, As far as Plymouth State University faculty is concerned, 100% likes to use flash cards, 80% use pictures, 100% use graphs, 100% use maps, 100% use models, 100% use radio/audio cassette player, 00% use television, 100% uses VCR/Video films, 100% use Over Head Projector (OHP)/Transparency. 100% use films/filmstrips, 90% use special equipment for Science subjects and 80% of them use display boards.

8. The use of educational technology by the Federal College of Education faculty, there is no one who uses charts, flash cards, graphs, maps and models; only 10% use pictures. While from Plymouth State University faculty, 100% use charts flash cards, graphs, maps pictures and 90% use models.

9. About learning activities for students, 30% of the Federal College of Education faculty says that seminars and workshops are arranged for students and there is no arrangement of educational conference and symposium. In Plymouth State University, 30% of faculty say that seminars, educational conferences, symposium and workshops are arranged for students and only 10% says that educational conferences are arranged for students.

10. 80% of the Federal College of Education faculty updates their knowledge by refresher courses/In-service trainings, Seminars and workshops are arranged for them and only 10% attend symposium 30% attend educational conference, while 100% faculty members of Plymouth State University perform the above-mentioned activities.

11. The classroom management techniques used by the Federal College of Education faculty, 40% are agreed for seating arrangement, 30% for Grouping/classification of students and only 10% for arrangement of A.V. aids and teaching devices, and 70%
for classroom climate. In Plymouth State University, 100% are agreed for seating arrangement and for arrangement of A.V. aids and teaching devices, 90% for grouping/classification of students.

12. For the accommodation of special need of the students in the Federal College of Education, 40% members accommodate gifted/intellectual, 70% to slow learner, 10% to learning disabled, 30% to visually Impaired/Blind and hearing impaired but no one to physically handicapped for Plymouth State University that 100% of faculty of Plymouth State University members accommodate gifted/intellectual, 100% to slow learner, 100% to learning disabled, 100% to visually Impaired/Blind and hearing impaired and 100% to physically handicapped.

13. 100% of the Federal College of Education faculty members says that Government defines programme’s objectives while 100% Plymouth State University faculty members says that institution and the teachers define programme’s objectives.

14. 30% of the faculty members of Federal College of Education confirmed course content is selected by Government and 70% are not confirmed about it, while 100% teachers are confirmed that content is not selected by institution. 40% of teachers confirmed that content is selected by them while 60% are not confirmed about it for Plymouth State University 100% of the faculty members confirmed course content is not selected by Government but it is selected by combined efforts of the institution and teachers.

15. 60% faculty members of the Federal College of Education confirmed the participation of the students through individual assignments, 80% through group assignments/group discussion and 60% confirmed the student projects, and for Plymouth State University, 100% confirmed the participation of the students through individual assignments, group assignments/group discussion and through student projects.

16. In the Federal College of Education 70% confirmed that they assign the work monthly/weekly 40% confirmed that they assign the work once a term/semester. While no teacher is agreed at once a programme/course in Plymouth State University 100% confirmed that they never assign the work on monthly/weekly grounds, only 10% confirmed that they assign the work once a term/semester and 100% are agreed at once a programme/course.

17. In the Federal College of Education, 100% confirmed the written examination, no one confirmed the oral examination, 10% confirmed demonstrative work, 70% are agreed at assignments
and projects where as for Plymouth State University, 100% confirmed the written examination, 80% denied the oral examination, 100% confirmed demonstrative work and 100% are agreed at assignments and projects.

18. In the Federal College of Education, 100% confirmed that they evaluate their students on monthly/mid-term basis only 40% confirmed that they evaluate their students once a term/semester, while 10% are agreed at once a programme/course but in Plymouth State University, 100% confirmed that they evaluate their students on monthly/mid-term basis, only 40% confirmed that they evaluate their students once a term/semester, while 10% are agreed at once a programme/course.

19. In the Federal College of Education, 100% teachers confirmed the Annual Confidential Report system (ACR). No one confirmed the self assessment and 60% confirmed that they are evaluated through students’ results in Plymouth State University, 80% teachers confirmed that there is no Annual Confidential Report system (ACR) 80% confirmed the self assessment and 100% confirmed that they are evaluated through students’ results.

20. In the Federal College of Education faculty, 100% follow the courses and schemes of study of Punjab University Lahore. While in Plymouth State University 100% teachers favored this statement that course proposal is submitted by faculty, accepted by the heads of departments, and then approved through the academic dean. 100% teacher gave the same statement.

21. As Federal College of Education is not conducting the online courses, as such its faculty did not mentioned any problem but 100% of faculty members are facing problems about course content, methods of teaching and evaluation, but for Plymouth State University as courses and evaluation system is designed by faculty so they are not facing any problem in this regard but 60% are facing some problems for online courses.

22. The suggestions given by the Federal College of Education faculty for the improvement of content, evaluation and methods of teaching, 100% say that courses should be revised, 80% says that teaching practice should be a compulsory part of training programme, 80% say that there must be more discussion between students and teachers and classroom provisions should be improved, 100% say that A V aids should be available. For evaluation system, 100% say that it should be more flexible, designed by faculty and it should be uniform no body favoured the
standardized test but suggestions given by Plymouth State University faculty for content, evaluation and methods of teaching, 80% says that courses should be revised, 80% says that teaching methods should be more interactive, for evaluation system, 50% favored the standardized test. All suggestions of Plymouth State University faculty are meant for on line courses.

Discussion

The result of this study shows that there was a great difference between the qualification and the experience of teaching faculties of both the institutions. The faculty of Plymouth University is highly qualified and experienced. It has used all the methods, but the faculty of Federal College of Education mostly used lecture methods (As shown in Table No.1). All the faculty members of Plymouth State University use incentives as motivational techniques, but none of Federal College of Education faculty members uses it. All the faculty members of Plymouth State University use all the audio visual aids, but from the faculty members of Federal College of Education, only 10% use all the aids (As shown in Table No.2). About the learning activities (i.e. seminars workshops symposium), faculty members of both the universities have the same views. All the faculty members of Plymouth State University update their knowledge by refresher courses, seminars, and symposiums, but faculty of Federal College of Education is divided equally on the issue. All the faculty members of Plymouth State University are agreed over the classroom management techniques, but the faculty of Plymouth State University has a different opinion.

All the faculty members of Plymouth State University have the liberty to define the objectives of the programme, but the faculty members of Federal College of Education are banned by the government. The faculty of Federal College of Education is evaluated through Annual Confidential Reports (ACR), but the faculty members of Plymouth State University are evaluated through student’s results. Library of Federal College of Education is not up to the mark, but the library of Plymouth State University is far better. The facilities of laboratories are better at Federal College of Education than Plymouth State University. The mean score of the faculty of Plymouth State University is very high in comparison of the faculty of Federal College of Education on classrooms, library, laboratory and quality of teaching (As shown in table No.3). The whole faculty of Plymouth State University use all the devices of educational technology, while from Federal College of Education faculty, only 10% use pictures (As shown in table No.5). It may be due to non availability of pictures in Federal College of Education. The faculty members of Federal College of Education are not using student-student interaction, micro teaching and team
teaching while all Plymouth State University faculty members are using all these techniques. There are many commonalities as well as differences in the master degree programmes of both the institutions. As such, the Federal College of Education has to improve in most of the areas.

Conclusion
Through this study the following conclusions have been derived:

1. As far as the qualification and experience of the teachers is concerned, it was found that the teachers at Plymouth State University are more qualified and experienced than the teachers at Federal College of Education.

2. At Plymouth State University, the classrooms are loaded with the audio-visual aids and latest equipment, while at Federal College of Education the teachers have to do all the work with chalk and board. The lack of physical facilities in the classrooms makes the teacher's work all the more difficult.

3. It came as a pleasant surprise that the laboratory facilities at Federal College of Education are better than those available at Plymouth State University. The only factor in which Federal College of Education was found lacking or lagging behind is the availability of internet facilities in the Science laboratories.

4. The library at Federal College of Education is not up to the mark. Whereas at the Plymouth State University, the library has a lot of funds and staff. At Federal College of Education, there is an acute shortage of funds and staff. There are only a very few books in the library. Moreover, it does not have the facility of multimedia and the internet.

5. The teachers at Plymouth State University adopted a much-varied amount of techniques and methods as compared to the teachers at Federal College of Education. Teachers at Federal College of Education are content with using the traditional methods, while the teachers at Plymouth State University did not confine themselves to the older techniques of teaching.

6. Another common feature is the coursework and the credit hours of the post graduate programmes at both the institutions. These matched quite considerably.

7. A contrasting feature of Plymouth State University and Federal College of Education is that there is nothing called as Annual Confidential Report (ACR) in the former institution. The evaluation of the teachers is based on the results of the students.
The teachers do not have to care for the reports. What they concentrate more on is the performance of their students at the time of their assessment.

**Recommendations**

The following recommendations were made on the basis of findings of this study:

1. Internet and networking facilities should be provided in the computer labs as well as in all science teacher education institutions of Pakistan, like Federal College of Education.
2. Equipment should be maintained and replaced after sometime in the science labs.
3. Latest books, encyclopedias, journals and periodicals should be made available in the libraries of teacher education institutions of Pakistan, like Federal College of Education.
4. Physical environment of the classrooms should be improved through providing proper furniture and system of lighting, heating and cooling in the teacher education institutions of Pakistan, like Federal College of Education.
5. Audio Visual Aids and computers should also be made available in the classrooms.
6. The teacher educators should adopt the innovative techniques and methods of teaching.
7. Teachers should be involved at least in the selection of content.
8. Overall standards of teaching learning process should be improved through the application of modern technology in Federal College of Education.
9. Refresher courses for professional development should be provided to the faculty members of teacher education institutions.
10. The scheme of studies at Plymouth State University should be revised and it is suggested to improve the scheme for Mathematics and Physics.
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BOOK REVIEW

BIOGRAPHY OF A SUFI SAINT

Reviewed by
Dr. Barjees Baig Mirza

Title: Qalander-e- Zaman Shahzada Asad-ur-Rahman Qudsi – Ahwal-o-Aasar
Author: Dr. Mahmudur Rahman
Pages: 466
Price: Rs. 350.00
Publisher: Maktaba-e-Qudsi, Astana-e-Qudsi, Bhaun, district Chakwal, Pakistan
Available at: Dost Publications, Plot # 110 Street 15, Sector: I -9/2, Islamabad, Pakistan

The book under review comprises over a volume of 466 pages, narrating the life history of Qalander-e- Zaman Shahzada Asadur Rahman Qudsi. Syed Nasir-ud-Din Mohammed Asadur Rahman Qudsi is the real and complete name of Hazrat Shahzada sahib.

The book has been divided into 12 parts. All the parts seem really very impressive, important and effective; not only explain the different phases but also provide the complete picture of the life of Hazrat sahib.

The book is a unique combination of research, beauty of Urdu language and the pure affection, the author has had for Hazrat sahib. Dr. Rahman has put his heart and soul and the fine feelings of love and respect in his write up that a reader can feel till the last word of the book. Apart from his own experiences, the book is the result of his research, and by virtue of his real and true devotion and dedication, he was able to gather a great wealth of information on Hazrat Qudsi’s parents, forefathers, ancestors, teachings, prayers, poetry, incidents, travels, relations with religious and even political leaders, high-ups, government officials, followers, visitors, etc. An attempt has been made by the author to describe innumerable and important initiatives taken by his spiritual leader in his life.

* The reviewer is a Foreign Professor (HEC), Department of Agricultural Sciences, AIOU, Islamabad.
When I started reviewing this book, I asked myself a question, “Why a person is so important and why a book is needed to highlight his life”. I was able to find the answer to my question after going through the entire book. Very honestly and happily, I would like to express my views and share them with the readers.

Being a simple layman, having no spiritual background, I was greatly moved and touched reading the hardships Hazrat sahib had to face to be at the place of Qalandr-e-Zaman. He enjoyed a lot of respect and plenty of love from his 70,000 followers, but at the cost of the comfort of his entire life.

He had great self-respect. His life was very simple, systematic and organized as no one ever witnessed him doing anything in his entire life against Quran, Hadeeth and Sunna. Has any human being got the courage, strength and love to be in fasting in the entire life these days? Can some one these days be on the prayers mat (Masalah) for the whole night? It was none but Hazrat sahib.

Islam places a very strong emphasis on the deep respect for parents, their rights and obedience to them. He proved himself an ideal and obedient son by virtue of his character and actions. Our children must take an account of his youth and boyhood to set their directions in life, if they wish to be successful in their lives.

These qualities, traits, and features may seem simple but of course, beyond any doubt, very difficult to attain, practice and make them the code of life. Without hesitation, I would take it as his Karamat and that is why, the pakeeza (neat and clean) life of Qalander-e-Zaman needed a book to describe and make it known to all in quest.

The very first chapter along-with many short stories describes the family tree of Hazrat sahib. Also, in this first chapter, the author has narrated an important incidence of the spiritual power, Hazrat sahib possessed in his early boyhood. Hazrat sahib was around 12-13 years old; one day on his way back to his home in the afternoon after attending his madresa/school, he witnessed a huge crowd of people, being gathered in a big hall of Lahore. He enquired about the reason being there. Somebody revealed him that an old English magician was going to present magic tricks very shortly in the hall.

After a brief wait, a person appeared on the stage and asked all those in attendance to raise their hands up in the air as he would drop them down due to his magic power. The old magician was about to prove his claim, when he was
astonished to see a young boy still waving his two small hands above his head quite calmly and confidently. He was a bit angry for not being successful in his claim. Everybody along with this proud but powerful magician witnessed a young boy, still waving his hands up in the air. The magician did his best to bring down the hands of this innocent lad but all in vain. After making perpetual hard tries, the magician furiously approached this boy and angrily enquired who he was.

Was he a magician too?
The boy humbly replied, “No, Sir”.
In his thundering voice, the magician said to the boy, “What are you continuously reciting?

The boy confidently replied, “Darood Sharif” - making the magician quiet and leaving him in the thought provoking state – Is Darood Sharif really stronger than his ugly magical tricks?

Being the reader of this book, I could not help highlighting and discussing the above incidence due to two reasons. Firstly, Almighty Allah had already placed him on the very prominent spiritual position right from his childhood. Secondly, our Creator and Lord, beyond doubt, blessed us with the strength and wealth of Darood Sharif when being in danger and unfavorable circumstances we are placed in.

According to the repeated statements made by Hazrat sahib, “Darood Sharif is the strongest safeguard and source to beg for His blessings and mercy when we find ourselves on the uneven and bumpy roads of life”.

The first few parts describe the early days of life of Hazrat sahib. His father Qalander Habibur Rahman (R.A.) was not only a great spiritual and religious personality but also he was very respectable Wali of his age. The 2nd part reveals that when he was just eighteen, his father after the mughrab prayers, handed over Qaladership to Shahzada sahib. His father made him understand the responsibilities he had been burdened with, and advised him to follow and practice the teachings of Islam in his life. After 12 days of this ceremony, his father passed away. After the death of his father, his mother (she was Waliya too) started bringing him up. Hazrat sahib remained the most respectful and most obedient to his mother till her last day. His mother chalked out a very busy and heavily burdened schedule of his life to place him in the prestigious position and even to elevate his status in the glorious world of spiritualism and sufism.

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The 3rd part consists of the information on his journey to Hajj, arrival at Bhopal (India) and the creation of Astana-e-Qudsi for those seeking light. The 4th part explains his journey to Pakistan and his stay in Pakistan at various locations, till he finally settled at Bhaun (Chakwal). An account of his contacts and relations with other holy persons and saints has been presented in Part - 5. His habits, lifestyle, daily routine and a detailed sketch of his personality have been described in Part - 6. The author has compiled a number of prayers of Hazrat sahib for the benefit of the people and has beautifully narrated them all in a systematic manner in Part - 7.

Hazrat sahib was not a typical Maulvi. He was blessed with knowledge. He always liked and loved knowledge and worked very hard to get it through out his life. He got it and practically put into his practice. He was very fond of reading books and even he had written dozens of scholarly books on the most difficult subjects in a very simple and easily understandable fashion for learning and understanding of ordinary people. He did not keep the wealth of knowledge to himself and worked very diligently for the betterment of the Ulema. A detailed account on his 25 books has been presented in Part - 8.

Hazrat sahib - being the blessed holy person was gifted with innumerable beautiful traits. What a marvelous and first rate poet he was, Qudsi with his Takhallus. Some classic verses from his beautiful poetry have been presented in Part - 9.

Many prominent figures and high ups like His Excellency Shah Saud, King of Saudi Arabia, Hazrat Allama Iqbal, Hazrat Maulana Ashraf Ali Thanvi, Nawabzada Liaqat Ali Khan, Akbar Allahabadi, Khawaja Hasan Nizami and many others were in correspondence with Hazrat sahib. Most of the letters were lost or damaged during shifting, but some available have been included in Part - 10.

Every single human being was very upset on his heavenly departure. The expressions of deep sorrow by different high ranking and famous folks have been presented in Part-11. They all had paid him rich tributes due to his matchless services to Islam and un-parallel place in sufism.

Many interesting incidents have also been reported in the Part - 12. A huge volume is needed to report all those facts but they all seem equally interesting and worth reading. The book has countless and innumerable strengths to report. The only weakness the reader like me faces – the feeling of great disappointment for
not having been blessed to be in his life time. I wish I were fortunate enough to meet with him in my life.

It appears to me, I have fallen in love with the pious person of Pakistan after reading the biography of Shahzada Qudsi. The writer has very beautifully highlighted the miracles of Shahzada sahib for the guidance of those who believe in the holy people entrusted with the noble missions. No doubt, the author learnt a lot from Hazrat sahib, but spiritualism demands great sacrifices, real dedication and devotion. It seems to me that Dr. Rahman was quite near and dear to Hazrat sahib but he also must have worked hard to build his character and attain an appreciable place in spiritualism and to prove himself his true follower and real lover.

Lastly, the author deserves my deep appreciation for his devotion and dedication to his classic work as writing on spiritualism, sufis and sufism remains the most difficult and handle with great care sort of business. Isn’t it? The author has done a marvelous job to narrate it, analyze it, and interpret it. I view the book as a very precious gift to the present readers both young and adults in general, and future generations in particular. I consider it a very valuable asset and source/tower of light among the books available on the subject. May Almighty Allah reward and bless the author for doing this wonderful, praise-worthy and remarkable job - Ameen!
PEDAGOGY OF THE OPPRESSED

Reviewed by

Munis Kashmeeri*

Title: Pedagogy of the Oppressed
Author: Paulo Freire
Pages: 186
Publisher: 1970 HERDER AND HERDER NEW YORK, 232 Madison Avenue, New York 10016
Translated By: Richard Shaull, from the original Portuguese manuscript.

Educator Paulo Freire

The author of this book, Paulo Freire was born on September 19, 1921 in Recife, the centre of one of the extreme situations of poverty and underdeveloped in the Third World. He grew up in the Northeast of Brazil where his experiences deeply influenced his life work. The economic crisis prevailing in the world inspired the author to know hunger and poverty at a very young age. He recalls in Moacir Gadotti’s book, Reading Paulo Freir:

"I didn’t understand anything because of my hunger. I wasn’t dumb. It wasn’t lack of interest. My social condition didn’t allow me to have an education. Experience showed me once again the relationship between the social class and knowledge".

Since Paulo lived among poor rural families and laborers, he gained a deep understanding of their lives and of the effects of socio-economics on education. He became a grammar teacher while still in high school. Even then, his intuition pushed him towards a dialogic education in which he strived to understand students’ expectations.

During his association with the Faculty of Law in Recife, Freire met, Elza Maia Costa de Oliveira, an elementary school teacher. They married in 1944 when Freire was 23. It was Elza who appeared to be an important force in his life. She influenced Freire to continue his studies, and helped him a lot to elaborate his groundbreaking educational methods.

Freire’s arsenal of educational thought began to manifest with his appointment in 1946 as Director of Education, an employer’s institution set up to

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help workers and their families. Here he began to see more disconnections between elitist educational practices and the real lives of the working class. Thus, a study of the language of the people was the starting point for the development of his work... During this time Freire also participated in the Movement for Popular Culture, and supported the active exercise of democracy in lectures and in his Ph.D. thesis, *Present-day Education in Brazil*, written in 1959.

**Freire’s Pedagogy**

Freire’s Pedagogy of Literacy Education involves not only reading the *word*, but also reading the *world*. This involves the development of critical consciousness (a process known in Portuguese as *conscientização*).

The formation of critical consciousness allows people to question the nature of their historical and social situation—to *read* their world—with the goal of acting as subjects in the creation of a democratic society (which was new for Brazil at that time). For education, Freire implies a dialogic exchange between teachers and students, where both learn, question, reflect and participate in the meaning-making.

Concretely, this pedagogy begins with the teacher mingling among the community, asking questions of the people and gathering a list of words used in day to day life. The teacher was to begin to understand the social reality of the people, and develop a list of generative words and themes which could lead to discussion in classes, or "cultural circles" By making words (literacy) relevant to the lives of the people, the process of *conscientization* could begin, in which the social construction of reality might be critically examined.

The year 1962 saw the first experiments in Freire’s method when 300 farm workers were taught to *read and write in just 45 days*. As a result, the government approved thousands of cultural circles to be set up all over Brazil. Due to some unavoidable circumstances the author went abroad and passed his life for full fifteen years far away from Brazil.

In 1979, Freire returned to Brazil and continued his previous assignment and supervised the adult literacy project.

In 1988, Paulo Freire was appointed as Minister of Education for the City of São Paulo. His policy work and innovations in literacy training as Minister continued to affect the city and Brazil in an enormous way.
This book under review has four chapters. Their brief introduction is as follows:

I.
The justification for pedagogy of the oppressed.
The dichotomy of oppressors and oppressed - and how to move beyond it.
The concrete reality of oppression and the oppressed.
Nobody liberates anybody else, and nobody liberates themselves all alone.
People liberate themselves in fellowship with each other.

Paulo puts forth a pedagogy in which the individual learns to cultivate his own growth through situations from his daily life that provides learning experiences. This is not pedagogy for the oppressed; it is rather pedagogy of the oppressed.

The method of learning of Paulo Freire requires that students do more than simply reproduce the words that already exist. It requires that they create their own words, words that allow them to become aware of reality in order to fight for their own emancipation. Other individuals construct their own reality and liberate themselves from oppression, only to go to the opposite extreme and become the antithesis of what they were fighting against.

The person who thinks and reflects, goes about creating himself from the inside out. He creates his consciousness of struggle by transforming reality and liberating himself from the oppression that has been inserted by traditional pedagogy. In the same way, when he acquires a new way of thinking, his understanding of the social status that he holds changes him.

It is not necessarily a materialistic understanding, but a cognitive one, whose importance is revealed in the liberation from oppression which is found in the interior of the consciousness of the individual who possesses it. The author is of the opinion that the individual, through systematic study, also learns to fight for the end of oppression and for constructive criticism of the status quo.

He believes that the individual has a historical need to fight against the status that dwells within him. The efforts of the oppressed become focused and concrete through the type of learning that school really should give them, instead of encouraging them to adapt to their reality, as the oppressors themselves do.

II.
The "bank" concept of education as an instrument of oppression. Its assumptions. Its critiques. The problematising concept of education and

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freedom. Its assumptions. The "bank" concept of education and the dichotomy of educator/educated. The problematising concept and the overcoming of the educator/educated dichotomy. Nobody educates anybody else. Nobody educates himself. People educate each other through their interactions of the world. Man as an incomplete being, conscious of his incompleteness, and his eternal quest to BE MORE.

Currently in education, there is excessive use of lecturing and memorization, with little analysis of the importance of what is being memorized. For example, 1945 marks the end of the Second World War, but we do not know how that affected our lives or how it continues to affect the daily relationships we establish.

We have simply memorized and retained the date. Freire describes this situation as one in which the students are seen as containers into which knowledge can be deposited. The teacher is the depositor and the knowledge is that which is deposited on a daily basis.

This bank concept of education attempts to transform the minds of individuals so that they will adapt better to actual situations and be dominated by them with greater ease. When the individual does not fight for his interests and for cultural and social emancipation, it seems that he has lost his love of life.

Such is the necrophilia of the situation that has prevailed, reproduced by the type of education that is imparted in the schools. The pedagogy that Freire proposes is the opposite of that described above. It suggests that the individual acquires a love of life through a cultivation of his being - by being with the world and not of it - a state that is achieved through liberation.

Education that liberates the individual, has to be a conscious act in which the content is understood and analyzed, overcoming the dichotomy that exists between teacher and student; it must leave to one side this unidirectional relationship and allow bidirectional to contribute to the whole education of both parties, since they both have elements to bring to the learning. If this reciprocal, axiological meaning is lost, the learning becomes a unilateral act of memorization.

The role of the educator lies in problematising the world that surrounds the oppressed and creating the appropriate conditions, this type of learning helps people to create new expectations and reach a truly reflective state in which they
discover their own reality. It incites new challenges that move the students towards a self construction of the world in which they have real and direct participation in the activities they undertake. All of this requires that we problematise the individual himself, without mediating his learning through artificial experiences.

III.


Man is not allowed to understand and transform the reality that encircles him, while education is simply a method used to adapt him to this reality. The idea of Freire is that the individual learns to do just that- to understand and transform reality.

In order to achieve this goal, it is necessary that dialogicity be established between teacher and student, since man does not create himself in silence, but through words, actions and reflection.

The use of dialogue, therefore, is the key element in learning: The dialogue established between the two subjects helps to increase reciprocal kindness, something that is an act of bravery, not cowardice. We are not talking about a naïve act, but about the kind of dialogue that kindness between people creates.

Some people believe themselves to be leaders and go to the masses to establish a dialogue with them. But, it is their own interests and not the interests of the community that are pursued. They encourage people to adapt a new way a life without attending to their historical demands. It is important to establish dialogue with a community.

Since this implies the use of a language similar to that with which the individual is familiar, it is necessary to integrate oneself into the life of the individual - to study his language, practice and thought.

Later, through the use of problematising education, these elements will come together to create knowledge Topics for learning can be found in the reality
that surrounds the individual; it's just that they are hidden by the "limiting situations" that the oppressors create. These limits can disappear through the education that a problematising teacher, who moves from the particular to the general, encourages.

When we want to investigate a generative topic, we should go to the place where the individuals whom we want to liberate are located and study their thinking, so that we don't decontextualise their work. We want the teaching to be part of their reality.

The liberation of man and the overcoming of oppression are not achieved by the consumption of the existing ideas that circulate between people. Instead, the individual needs to construct his own ideas and above all transforms them through and communication.

Studying the generative topic implies two distinct steps, both of which involve the individual himself: the first is to go to the place where the events take place in order to become familiar with the thinking of the oppressed and the second is to apply this thinking to the systematic learning process by emphasizing group interaction between the participants so that each person both acquires consciousness of his reality and truly expresses it. But the process does not end here. It involves a search on the part of the individual for his highest level of possible consciousness.

IV.

Antidialogicity and dialogicity as opposed theoretical frameworks for cultural action:
The first serves oppression and the second, liberation.
The ant dialogical theory of action and its characteristics: conquest, division, manipulation and cultural invasion

The dialogical theory of action and its characteristics: collaboration, union, organization and cultural synthesis

The oppressors also seek to prevent people from uniting through dialogue. In their implicit discourse they warn that it can be dangerous to the "Social peace" to speak to the oppressed about the concepts of union and organization, amongst others. One of their principal activities is to weaken the oppressed through alienation, with the idea that this will cause internal divisions, and that in this way things stable.
A further characteristic of antidialogicity is a cultural invasion, of which the oppressed are the object. They are just this, objects, while the oppressors are the actors and authors of the process. It's a subliminal tactic that is used to dominate and that leads to the inauthenticity of individuals. The greater the level of mimicry on the part of the oppressed, the greater the tranquility of the oppressors. What happens among the masses is a loss of values, a transformation in their form of speaking and, inexorably, support for the oppressor.

When there is a cultural invasion, the relationship between parent and child changes to the benefit of the oppressors, who assume that they should educate the community, when in reality the community should educate itself.

What is even crueler is that when an oppressed individual attempts to liberate himself and fights to convince his fellows to do the same, he is negatively classified. For the oppressors, it seems impossible to listen to the unrest of the community. It is as if they see them as incapable of thought. This characteristic implies a single, inflexible view of reality.

In addition to collaboration, union is also necessary if we are to achieve a common effort toward liberation.

This implies a form of cultural action that teaches adherence to the revolutionary cause without falling into ideological hyperbole. Instead, the cause is described, as it really is, as a human activity, not some exaggerated event.

Dialogical action also requires organization if it is to avoid ideological control from the top. Organization is a necessary element of revolutionary action; it implies coherence between action and practice, boldness, radicalizing without sectarianism, and the courage to love. All these aspects should be present without falling into naiveté. Obviously, in order for revolutionary action to be accomplished, discipline, order, precise objectives, clear tasks to be completed, and accountability to one's compatriots must all be present. We are in no way speaking about an anarchistic activity. Rather, we are speaking about the awakening necessary to free oneself from the oppression that one encounters.

The final characteristic of dialogical action is the cultural synthesis that occurs along with the investigation of generative topics. This synthesis attempts to overcome the antagonistic activities begun by the oppressors and goes deeper than mere induction. It addresses the strength of one's own culture as a creative act and vindicates the oppressed by providing a different vision of the world than the one which has been imposed without question or examination.
Conclusion

The learned author of this book wants the individual to form himself rather than be formed. To this end, he proposes that educational topics or opportunities be taken from the daily experiences the individual constantly encounters and that we avoid the current educational pitfall of resorting to artificial experiences. He proposes that one problematise his own life in order to realize that he both requires and can achieve a different status.

Paulo Freire recognizes that the practices he suggests can encounter "limiting situations" that block them, and that these situations are the product of resistance on the part of the oppressing classes to any change in the status they so closely protect. He describes some of the different methods, including ideologies, that the oppressors use to maintain their own status and the status quo, and if possible, to oppress people even dear and near ones and think it to be the law of life that we cannot evade.