

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

By

Mamoonah Yasmeen*

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

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

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

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

* The writer is working as Lecturer in the Department of Science Education, AIOU.

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

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

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

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

There are three modes of education:

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

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

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

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

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

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

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

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

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

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

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

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

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

I. Compulsory

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

II. Elective

A: *Humanities Groups*

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

B: *Science Group*

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

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

1. How had been the course-wise enrolment during the period under study?
2. What was the enrolment distribution of a province in comparison with the overall enrolment?
3. What was the percentage of B.Ed. enrolment in comparison with overall enrolment during the period under study?

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

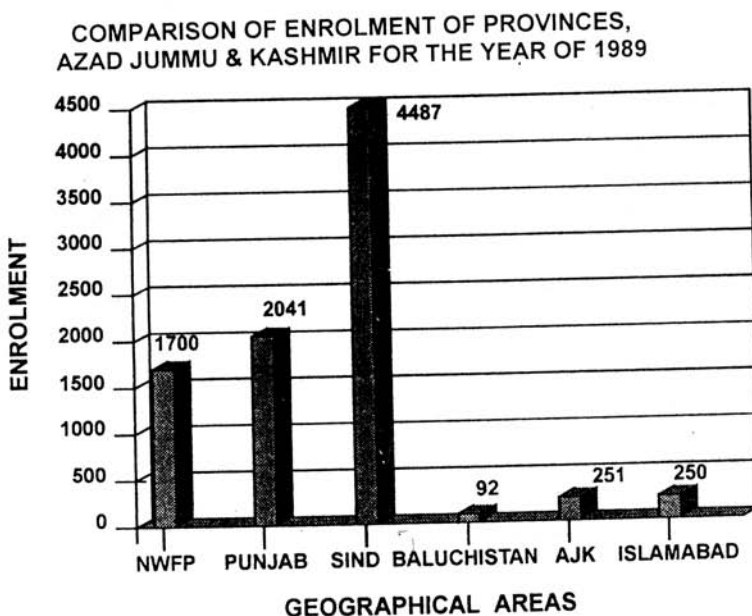
The study provided assessment of outcomes of B.Ed. programme of AIOU in quantitative terms. It identified the workload of the concerned region. Benefits taken by various parts of the country from AIOU programme can be helpful in improving the services and adopting some means to reach the clientele. The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

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

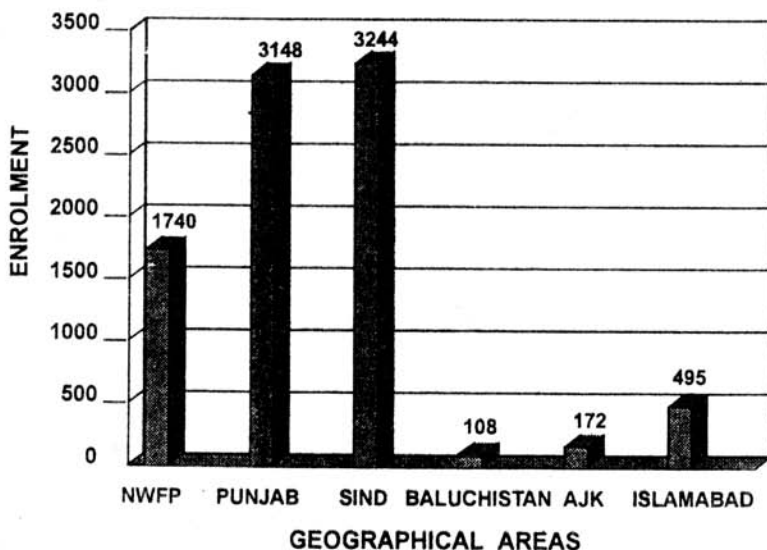
Table- 1 **Enrollment in B.Ed. And Percentage**

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

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



COMPARISON OF ENROLMENT OF PROVINCES,
AZAD JUMMU & KASHMIR FOR THE YEAR OF 1990

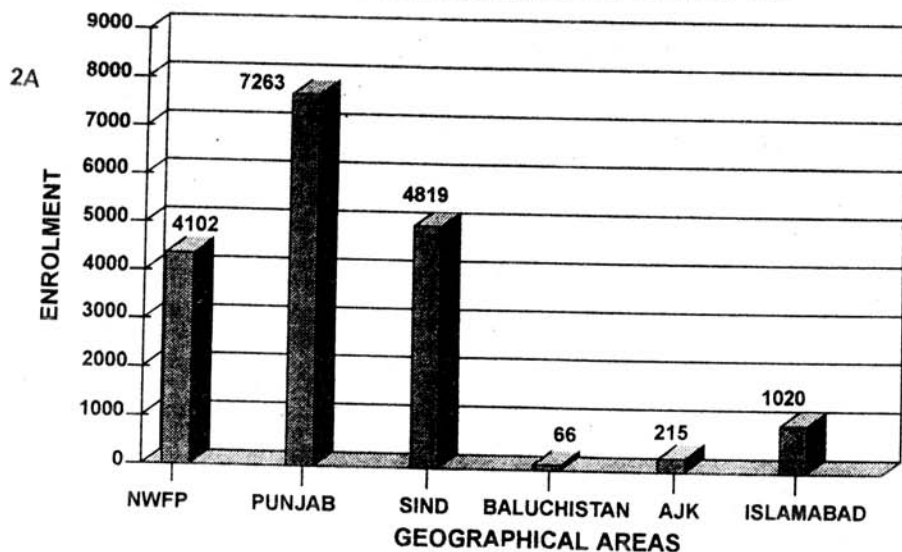


1B

Fig. 1A and 1B Enrolment on Provincial Basis

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

COMPARISON OF ENROLMENT OF PROVINCES,
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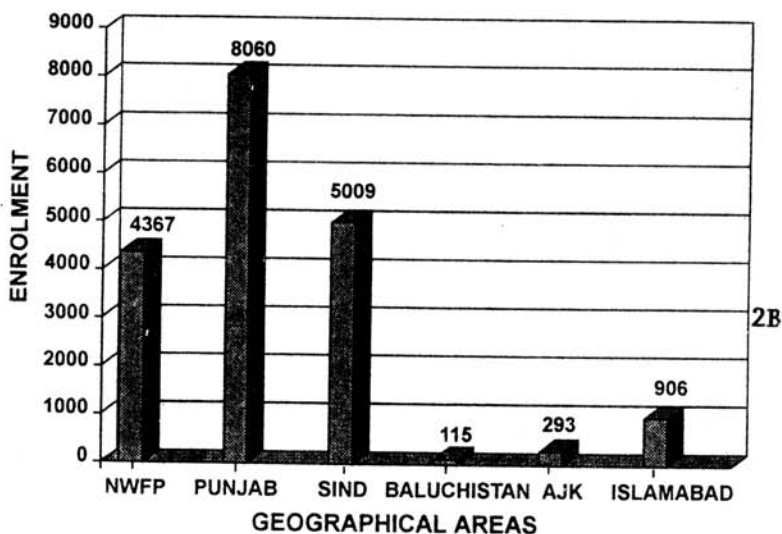


Fig. 2A & 2B Enrolment on Provincial Basis in 1991-1992

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

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

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

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

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

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

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

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

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

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