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TITLE: Empowerment of Women Through Distance Education in Pakistan

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PAGES: 135-151

ORIGINAL PDF URL: <https://dergipark.org.tr/tr/download/article-file/156378>

EMPOWERMENT OF WOMEN THROUGH DISTANCE EDUCATION IN PAKISTAN

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Abstract

The present study was undertaken to highlight the gender disparities of Pakistan as well as at regional and international level. The study, measured the comparative outcome of formal and non-formal system of education in Pakistan. To achieve the desired goal, documentary analysis was considered appropriate. The number of schools and enrollment during the years 2001 to 2004 of the formal system for primary, middle and high level was considered and enrollment during the year 198-1999 and 2004 for Secondary School Certificate to Ph.D level of non-formal system was considered. Data was analyzed in term of percentage and average. It was found that enrollment of female is less than male in formal system while enrollment of female is higher than male in non-formal system of education in Pakistan.

Keywords: Distance Education, Allama Iqbal Open University, Women Education, Gender gap, Illiterates, South Asia, Institutions, Enrollment, Formal System, Non- Formal System

INTRODUCTION

Distance learning is any type of education that occurs while location, time, or both separate the participants. In distance learning, the teacher, through the use of technology, delivers instructions to a student at a separate location (Siddiqui, H.M, 2004).

The term open and distance learning represents approaches that focus on opening access to education and training provision, freeing learners from the constraints of the time and place, and offering flexible learning opportunities to individuals and groups of the learners (Talesra, 2004).

Distance education, structure learning in which the student and instructor are separated by time and space, is currently the fastest growing form of domestic and international education (McIsaac, M.S & Gunawardena, C.N, 1996).

Above definitions of educationists refers to the following conclusions about the distance education as:

- Separation between teacher and student
- Free of time and space
- Use of technology
- Flexible learning opportunities to the learners
- Open access to education to every one
- Fastest growing type of education

SCOPE OF DISTANCE EDUCATION

Distance Education serves the persons living in the isolated areas with inadequate facilities of formal education system as presented by Rai, N.A (2000) "Distance education has taken systematic teaching -learning process to persons living in isolated areas where facilities for the traditional form of class room teaching can not be developed. Further, as distance learning addresses the needs of specific target groups, there is a great variation in the range of programmes offered." Distance education also serves the dropouts, older students and disadvantaged groups. Distance system also serves the persons involve in the community commitments as indicated by S.Manjulika and Reddy V.V (2000) "The open Universities have also increased access for other disadvantaged groups including older students, who may be geographically isolated or excluded from regular classes because of shift patterns, seasonal or other kind of work and family and community commitments." Distance system of education utilizes printed material and non-print media support as reflected by Rao,K.V (2003) "Distance education is the form of indirect instruction. It is imparted by technical media such as correspondence, printed material, teaching and learning aids, audiovisual aids, radio, television and computers." Distance education provides the desired education as highlighted by Ramaiah.R.Y (2001) as:

Distance education provides at least necessary technical and organizational preconditions for a universal admission to continued higher education. An analysis of statistics about distance education reveals that millions of distant students indeed profit from this industrialized way of education. Often enough it offers them the only way towards the desired education as all other ways are barred by lack of funds or by other circumstances.

By the economic pressure governments are looking for an alternative to provide basic education and training to the illiterate masses, resented by S.Manjulika and Reddy V.V (1999) as:

Foremost among the trends noticeable at the end of the twentieth century the rapid increase of multi-mode and open learning educational institutions. Driven by problems of access and economic, governments are seeking alternatives forms of delivery to fulfill the demand for basic education, continuing education and training.

Almost all types of the education are projected through distance education and distance education has become the host of education and training viewed by Panda,S (2005) " Today, a host of educational and training forms and processes are presented under the banner term 'distance education'. It is practiced through single-mode distance teaching institutions, distance learning/educational development/flexible learning". Hence the distance education serves as:

- More cost effective mode of education
- Compensate the deficiency in the number of qualified teachers
- Provide flexible programmes
- Serves the remote areas
- Educated the large masses
- Provide alternative system of education
- Provide high quality educational services on an up to date basis
- Provide educational facilities on equal basis

- Provide educational facilities to the students who can not take advantage of conventional system of education
- Up dation and up gradation of employed persons
- Educational facilities to the people who can not leave their homes
- Further training for teachers
- Use of modern technology

DISTANCE EDUCATION SYSTEM IN PAKISTAN

Establishment of Allama Iqbal Open University

Distance system of education in Pakistan was started with the establishment of Allama Iqbal Open University. The Allama Iqbal Open University was established in 1974 under the name, people's Open University. It was renamed as Allama Iqbal Open University in 1977 at eve of national poet and philosopher, Allama Muhammad Iqbal. Allama Iqbal Open University was established under an act of parliament. It was the second Open University in the world, the first such university was established in UK in 1969. In many ways it is a unique institution, particularly in terms of employing Distance Education as its basic teaching methodology.

Specialized Textbooks and Reading Material

The University develops specialized textbooks and reading material to enable the students to study on the basis of self learning. To help them study at home, however, university provides support of radio and television programmes. The institution of education and technology (IET) produces high quality educational audio and video-cassettes, which enable the students to study at home more effectively.

Use of Information Technology and Distance Education

Recent innovations in the field of information and technology are making the system of Distance education more effective. As more and more students get access to personal computers and learn to use internet, teaching through distance education is becoming more effective.

Qualified Teachers and their expertise for workshop and evaluation of assignments

Qualified teachers from all over the country are mobilized as a part time tutors for students. The students study their material under the tutor's guidance and submit their assignments for the periodic evolution. Workshops at the end of the each semester further strengthen the process of learning.

Regional Network of Allama Iqbal Open University

The outreach system of the University in the form of its Regional Campuses/Centers is the back boon of the methodology. The University presently has 36 regional Campuses and centers in the country as shown in the map.



AIOU-2007 in Brief

AIOU -2007 in brief presents the main components of multi media package as:

- Correspondence Material
- Television and Radio
- Satellite Transmission
- Online Teaching
- Video Conferencing
- Non-Broadcast Media
- Tutorial Instruction
- Face- to- Face Teaching
- Group Training Workshop
- Internship
- Course Assignments
- Final Examination

WOMEN EDUCATION

Education is regarded as the key factor in overcoming the barriers that women face and the basic tool for empowering women and bringing them into the main stream of development. Education not only provides knowledge and skills to improve health and livelihoods, but it empowers women to take their right place in the society and development process. Education gives status and confidence in decision making. Educating women is the key to reducing poverty. The need of women education is emphasized all over the world this fact is presented by Sharma,U and Sharma,M.B (2004) as:

One of our greatest needs is to spread of education among our women. As a matter of fact there is room for the extension of education even among men. The condition of women's education is, however, such that any attempt as its spread deserves help and encouragement from all quarters.

Women status in the society and education are interrelated. All over the world movements have been carried on to change the situation of illiteracy as stated by Bhatt,D.B and Sharma, R.S (1992) " The movement for improving women's status all

over the world has always emphasized education as the most significant instrument for changing women's subjugated position in society." Women education has an important role in the development of nations. The literacy rate of the women has also impact on the economical condition and reduction of the poverty of the country.

GENDER GAP AND WOMEN EDUCATION

World Bank (2000) presents horrible situation of the world as:

- 880 million or more illiterate adults and youth 60 percent of them women
- 130 million out –of – school children aged 6-11 about 60 percent of them girls
- Several million functional illiterates whose education is not sufficient to cope social and economic transformation

This undeniable huge number of illiterates, large number of out of school children and disparity between male and female is advocated by UNESCO Institute of Statistics (2006) "According to the most recent UIS data, there are an estimated 781 million illiterate adults in the world, about 64% of who are women."

UNESCO Institute for Statistics (2006) "The adult literacy rate for South Asia during the year 2002-04 was 58.7% for both sexes, for male 70.5% and for female 46.3%." These illiterates are the hindrance in the development of the nations. The gender gap in the year 2002-04 is 24.2. This fact indicated the under privilege and unfavorable situation for females literacy in South Asia. Sri Lanka and Maldives are not gender biased as a result, in Sri Lanka female literacy rate is more than male. According to EFA global monitoring report 2005/06

Women's literacy is the crucial importance in addressing wider issues of gender inequality .yet, women still account for the majority of adults illiterates in most of the E-9 countries, with some of them are showing substantial gender disparities in literacy. In Bangladesh, Egypt, India and Pakistan- the E-9 countries with the lowest over all literacy rates-less than 70 women are literate for every 100 literate men.

In South Asia there exist huge gender gap with low literacy of female as indicated by Khan, R.S (1993) "South Asia is the region, along with sub-Saharan Africa, in which girl's education lags behind boys education most dramatically. At secondary and tertiary levels South Asia has the largest gender gap of any developing region." The present picture of gender gap in South Asia indicates the huge challenges in the female literacy. In countries where over all literacy rates are comparatively low, male/female and urban/rural disparities are also large.

SITUATION ANALYSIS OF WOMEN EDUCATION AND GENDER GAP IN PAKISTAN

Female literacy rate was 36% while male literacy rate was 63% and female to male ratio was 0.57%. The enrollment in primary education for female was 56% while for male was 76% and enrollment ratio of female to male was 0.73%. Similarly enrollment ratio of female to male at secondary level was 0.73%. The enrollment in tertiary education for female was 3% while for male was 4% and enrollment ratio of female to male was 0.80% (Gender Gap Report 2006). The Report of the Government of Pakistan, 1998 reflects the huge gender gap in literacy rate Gender Gap Report 2006s as: the literacy rate for female was 52.2% and for male was 74.3% in urban areas while female literacy was 19.1% against literacy rate of male 48.6%.

The gender disparities also presented with the number of institutions at primary, middle and high level .Table below shows the institutions by year and gender .It reflects that there exists a great difference in the number.

Azam, Z (1993) pointed out that exploitation of the women in different ways exists in both east and west and indicate an important point that country remains backward if the half of the population is not playing its role in the national development.

Women are about 50% of humanity. In Pakistan they are over 50% (52%) of the total population. It is but logical to state that no society can progress where half of its population is kept backward-prevented from playing its due role in social change, human development and social progress. Yet the reality remains that the women continues to be exploited in the different ways, both in the east and west. The situations and circumstances vary and the methods of exploitation are different.

This backwardness of the women is due to the non-equal chances to education n of the women. There may be equal chances to education for male- female the development of the country may be doubled. There may economic revolution in the country, if the gender disparities in the literacy rate minimized to zero as in Sri Lanka.

The above data presents the picture that he formal system of education is providing inadequate facilities to female education as the number of institutions are less than the boys. The enrollment of the girls is less than the boys at primary, middle and high level. This unequal situation in the country put the women backward and women are lagging behind of the men.

There is need of another system of education with equal opportunities of education to male and female. We need a system to remove injustice in gender. Such system of education is 'Distance System of Education'.

OBJECTIVES OF THE STUDY

This study was based on following objectives:

1. To analyze the situation of gender disparities in education at national and international level.
2. To evaluate the outcome of formal and non-formal system of education in Pakistan
3. To access the root causes of gender disparities in education in Pakistan
4. To suggest the solution to minimize the gender disparities in education in Pakistan

RESEARCH METHODOLOGY

This study was documentary research in nature. The number schools and enrollment of the Formal System of Education during the year 2001 to 2004 in Pakistan was considered. The enrollment of Nom- Formal System of Education during the year 1998-99 and 2004 from secondary to Ph.D level was considered. The data was analyzed in term of percentage and average.

Findings

Data was analyzed in term of percentage and average. The findings drawn out from the data analysis are given below.

Table: 1
Total public and private institutions

| YEAR | PRIMARY | | | | MIDDLE | | | | HIGH | | | |
|------------|---------|--------|-------|--------|--------|-------|-------|--------|-------|-------|-------|-------|
| | Boys | Girls | Mixed | Total | Boys | Girls | Mixed | Total | Boys | Gils | Mixed | Total |
| 2000-01 | 73796 | 42870 | 31070 | 147736 | 6551 | 5875 | 13046 | 25472 | 6201 | 2773 | 5812 | 14786 |
| 2001-02 | 73788 | 43525 | 31773 | 149085 | 6834 | 6257 | 13699 | 26790 | 6198 | 2762 | 6091 | 15051 |
| 2002-03 | 75272 | 44411 | 32864 | 152546 | 6978 | 6385 | 14370 | 27734 | 6333 | 2823 | 6388 | 15545 |
| 2003-04 | 76785 | 46315 | 3400 | 156100 | 7125 | 6516 | 15075 | 28716 | 6472 | 2886 | 6700 | 16059 |
| Total | 299641 | 177121 | 99107 | 605467 | 27488 | 25033 | 56190 | 108712 | 25204 | 11244 | 24991 | 61441 |
| Percentage | 52.0 | 30.7 | 17.20 | | 25.2 | 23.1 | 51.68 | | 41.02 | 18.3 | 40.61 | |

It is evident form the table: 1 that during the years 2001-2004, the number of boys schools at primary level were 299641 with the average of 52% while the number of girls schools were 177121 with the average of 30.7%.At middle level, the number of boys schools were 27488 with the average of 25.2% while the girls schools were 25033 with the average of 23.01%. At high school level, number of boy's schools was with the average of 41.2% while number of girl's schools was 11244 with the average of 40.61%.

Table: 2
Total public and private Enrollment by Gender

| YEAR | PRIMARY | | | MIDDLE | | | HIGH | | |
|------------|----------|----------|----------|---------|---------|----------|---------|---------|---------|
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Gils | Total |
| 2000-01 | 9898232 | 6735775 | 16634007 | 2053767 | 1705558 | 3759325 | 889459 | 675466 | 1564925 |
| 2001-02 | 9962751 | 6968109 | 16930860 | 2315127 | 1506088 | 3821215 | 929821 | 644343 | 1574164 |
| 2002-03 | 10105266 | 7065387 | 17170652 | 2377011 | 1549347 | 3926359 | 953789 | 661781 | 1615569 |
| 2003-04 | 10250631 | 7164609 | 17415240 | 2440912 | 1594129 | 4035040 | 978505 | 679794 | 1658299 |
| Total | 40216880 | 27933880 | 68150759 | 9168817 | 6355122 | 15541939 | 3751574 | 2661384 | 6412957 |
| Percentage | 59.01 | 40.98 | | 59.10 | 40.89 | | 58.49 | 41.5 | |

Source: Economic Survey (2003-04) and Ministry of Education, Govt. of Pakistan

It is evident from the table: 2 that during the years 2001-2004, the enrollment of boys at primary level was 40216821 with the average of 59.01% while the enrollment of girls was 97933880 with the average of 40.98%. At middle level, the enrollment of boys was 9168817 with the average of 59.10% while the enrollment of girls was 6355122 with the average of 40.89%.

At high school level, enrollment of the boys was 3751574 with the average of 58.49% while enrollment of the girls was 2661384 with the average of 41.6%.

WOMEN EDUCATION THROUGH DISTANCE SYSTEM OF EDUCATION IN PAKISTAN

In Pakistan, a distance education model has been successfully used by the Allama Iqbal Open University. It has established multi-media, multi-level and a multi-method teaching system. Within a modest period, the university has been able to offer courses from literacy to Ph.D. level.

The university has system of reaching the students at their homes or work places and the concept of openness, implying lifelong education. The Allama Iqbal Open University is filling the gender gap left by the conventional formal system of education. According to 25 years of AIOU (1999) "Distance Education in Pakistan is particularly suited to the female population as it offers them an opportunity to study at home.

Similarly people living in the Tribal Areas and the far-flung areas where the formal system of education has not reached yet."

Table: 3
Gender Wise, Level Wise Course Enrollment of Secondary School Certificate (SSC) for the year 1998-99 of AIOU

| S.No | Courses | Course code | Male | % | Female | % | Total |
|------|-----------------------|-------------|------|-------|--------|-------|-------|
| 1 | Food and Nutrition | 217 | 08 | 0.65 | 1214 | 99.34 | 1222 |
| 2 | Functional English II | 221 | 342 | 9.69 | 3186 | 90.30 | 3528 |
| 3 | General arithmetic | 214 | 288 | 9.25 | 2824 | 90.7 | 3112 |
| 4 | Functional English I | 207 | 426 | 11.56 | 3259 | 88.43 | 3685 |
| 5 | Family Health Care | 206 | 13 | 0.76 | 1695 | 99.32 | 1708 |
| 6 | Arabic | 205 | 04 | 2.0 | 195 | 97.98 | 199 |
| 7 | Urdu for daily use | 204 | 4019 | 49.47 | 4104 | 50.52 | 8123 |
| 8 | General Science | 203 | 289 | 9.87 | 2638 | 90.12 | 2927 |
| 9 | Pakistan Studies | 202 | 3897 | 48.65 | 4112 | 51.34 | 8009 |
| 10 | Islamiat | 201 | 82 | 2.75 | 2896 | 97.24 | 2978 |
| | Average | | | 14.46 | | 85.52 | |

It is evident from the table: 3 that at SSE level in the selected course codes of during the year 1998-99, the average male enrollment was 14.46% and the average of female enrollment was 85.52%

Table: 4

**Gender Wise, Level Wise Course Enrollment of Higher Secondary Certificate (HSSC)
for the year 2004 of AIOU**

| S.No | Courses | Course Code | Male | % | Female | % | Total |
|------|----------------------|-------------|-------|-------|--------|-------|-------|
| 1 | Plant protection | 1249 | 1258 | 47.66 | 1381 | 52.33 | 2639 |
| 2 | Home Management | 1245 | 361 | 7.42 | 4502 | 92.57 | 4863 |
| 3 | Islamiat (Elective) | 1243 | 10394 | 47.45 | 11509 | 52.54 | 21903 |
| 4 | Child Care | 1238 | 906 | 17.71 | 5115 | 84.95 | 6021 |
| 5 | Education | 1221 | 9271 | 46.20 | 10795 | 53.79 | 20066 |
| 6 | Arabic | 1218 | 874 | 46.86 | 991 | 53.13 | 1865 |
| 7 | Health and Nutrition | 1253 | 1877 | 25.85 | 5383 | 74.14 | 7260 |
| 8 | English | 1288 | 33 | 40.2 | 49 | 59.7 | 82 |
| 9 | Action for health | 1292 | 21 | 45.65 | 25 | 54.34 | 46 |
| 10 | Chemistry-1 | 1296 | 29 | 48.33 | 31 | 51.66 | 60 |
| | Average | | | 37.3 | | 62.7 | |

It is evident from the table: 4 that at HSSE level in the selected course codes of during the year 2004, the average male enrollment was 37.3% and the average of female enrollment was 62.7%.

Table: 5

Gender Wise, Level Wise Course Enrollment of Bachelor Degree Programme (B.A-General) for the year 2004 of AIOU

| S.No | Courses | Course Code | Male | % | Female | % | Total |
|------|----------------------|-------------|-------|-------|--------|-------|-------|
| 1 | Urdu | 404 | 10329 | 45.58 | 12330 | 54.42 | 22659 |
| 2 | Sociology-1 | 411 | 3816 | 41.39 | 5402 | 58.61 | 9218 |
| 3 | Pakistan Studies | 417 | 18139 | 47.28 | 20218 | 52.72 | 38357 |
| 4 | Education | 419 | 9954 | 41.85 | 13827 | 58.15 | 23781 |
| 5 | Functional English | 435 | 19351 | 47.45 | 21426 | 52.55 | 40777 |
| 6 | Islamic Studies | 437 | 10724 | 43.88 | 13660 | 56.12 | 24438 |
| 7 | History of libraries | 466 | 299 | 49.50 | 304 | 50.50 | 603 |
| 8 | Food microbiology | 482 | 70 | 47.60 | 77 | 52.40 | 147 |
| 9 | Food and Nutrition | 484 | 1261 | 22.93 | 4238 | 77.07 | 5499 |
| 10 | Health and Nutrition | 485 | 1528 | 23.41 | 4999 | 76.59 | 6527 |
| | Average | | | 41.0 | | 59.0 | |

It is evident from the table: 5 that at B.A level in the selected course codes of during the year 2004, the average male enrollment was 41% and the average of female enrollment was 59%.

Table: 6
Gender Wise, Level Wise Course Enrollment of Bachelor of Education (B.Ed) for the
year 2004 of AIU

| S.No | Courses | Course Code | Male | % | Female | % | Total |
|------|----------------------------------|-------------|-------|-------|--------|-------|-------|
| 1 | Perspective of Education | 512 | 14632 | 30.99 | 32573 | 69.01 | 47205 |
| 2 | Teaching of Pakistan Studies | 517 | 8093 | 34.37 | 15453 | 65.63 | 23546 |
| 3 | Teaching of English | 519 | 2106 | 29.89 | 4938 | 70.11 | 7044 |
| 4 | Teaching of Biology | 520 | 722 | 31.90 | 1541 | 68.10 | 2263 |
| 5 | Islam, Pakistan and Modern world | 652 | 14597 | 30.93 | 32592 | 69.07 | 47189 |
| 6 | Workshop and teaching practice | 655 | 14623 | 31.02 | 32517 | 68.98 | 47140 |
| 7 | Teaching of Chemistry | 653 | 756 | 40.34 | 1118 | 59.66 | 1874 |
| 8 | Teaching of Islamiat | 654 | 10597 | 28.83 | 26156 | 71.17 | 36753 |
| 9 | Teaching of Urdu | 658 | 3975 | 26.29 | 11143 | 73.70 | 15118 |
| | Average | | | 31.61 | | 68.38 | |

It is evident from the table: 6 that at B.Ed level in the selected course codes of during the year 2004, the average male enrollment was 41% and the average of female enrollment was 68.38%.

Table: 7
Gender Wise, Level Wise Course Enrollment of M.Ed (Special Education) for the year
2004 of AIU

| S.No | Courses | Course Code | Male | % | Female | % | Total |
|------|--|-------------|------|-------|--------|-------|-------|
| 1 | Educational Psychology | 671 | 60 | 46.15 | 70 | 53.85 | 130 |
| 2 | Perspectives of Special Education | 672 | 60 | 46.15 | 70 | 53.85 | 130 |
| 3 | Handicapped persons in community | 673 | 61 | 46.56 | 70 | 53.44 | 131 |
| 4 | General introduction of hearing impairment | 680 | 25 | 38.46 | 40 | 61.54 | 65 |
| 5 | Psychology of deafness and child development | 681 | 23 | 36.50 | 40 | 63.50 | 63 |
| 6 | Speech and hearing | 682 | 24 | 38.09 | 39 | 61.91 | 63 |
| 7 | Audiology and Audiometry | 683 | 22 | 36.66 | 38 | 63.34 | 60 |
| 8 | Teaching Strategies | 846 | 59 | 45.73 | 70 | 54.27 | 129 |
| | Average | | | 40.78 | | 59.21 | |

It is evident from the table: 7 that at M.Ed (Special Education) level in the selected course codes of during the year 2004, the average male enrollment was 40.78% and the average of female enrollment was 52.21%.

Table: 8
Gender Wise, Level Wise Course Enrollment of M.Ed (Distance and Non-Formal Education) for the year 2004 of AIU

| S.No | Courses | Course Code | Male | % | Female | % | Total |
|------|---|-------------|------|-------|--------|-------|-------|
| 1 | Foundation of Education | 831 | 60 | 42.85 | 80 | 57.15 | 140 |
| 2 | Educational research | 837 | 61 | 43.57 | 79 | 56.43 | 140 |
| 3 | Curriculum Development and Instruction | 838 | 60 | 43.16 | 79 | 56.84 | 139 |
| 4 | Educational Psychology | 840 | 65 | 45.45 | 78 | 54.55 | 143 |
| 5 | The system of Distance and Non-Formal Education | 851 | 56 | 43.41 | 73 | 56.59 | 129 |
| 6 | Broadcast Media in DNFE | 852 | 54 | 43.20 | 71 | 56.80 | 125 |
| 7 | Non-Broadcast Media in DNFE | 853 | 54 | 43.90 | 69 | 56.10 | 123 |
| | Average | | | 43.64 | | 56.35 | |

It is evident from the table: 8 that at M.Ed (Distance and Non-Formal Education) level in the selected course codes of during the year 2004, the average male enrollment was 43.64% and the average of female enrollment was 56.35%.

Table: 9
Gender Wise, Level Wise Course Enrollment of M.Sc Pakistan Studies for the year 2004 of AIU

| S.No | Courses | Course Code | Male | % | Female | % | Total |
|------|---|-------------|------|-------|--------|-------|-------|
| 1 | Geography of Pakistan | 532 | 441 | 44.01 | 561 | 55.99 | 1002 |
| 2 | Pakistan Languages and Literature | 533 | 367 | 46.99 | 414 | 53.01 | 781 |
| 3 | Economic Development in Pakistan | 534 | 140 | 42.81 | 187 | 57.19 | 327 |
| 4 | Pakistani Society and culture | 535 | 161 | 44.23 | 203 | 55.77 | 364 |
| 5 | Foreign policy of Pakistan | 536 | 157 | 43.73 | 202 | 56.27 | 359 |
| 6 | Genesis of Pakistan Movement | 538 | 525 | 45.93 | 618 | 54.07 | 1143 |
| 7 | Research Methods | 539 | 140 | 43.07 | 185 | 56.93 | 325 |
| 8 | Social Change | 541 | 142 | 43.16 | 187 | 56.84 | 329 |
| 9 | Social Theory | 543 | 82 | 36.28 | 144 | 63.72 | 226 |
| 10 | Political Parties and pressure groups in Pakistan | 545 | 78 | 33.91 | 152 | 66.09 | 230 |
| | Average | | | 39.0 | | 61.0 | |

It is evident from the table: 9 that at the level of M.Sc Pakistan Studies in the selected course codes of during the year 2004, the average male enrollment was 39% and the average of female enrollment was 61%.

Table: 10
Gender Wise, Level Wise Course Enrollment of M.A Islamic Studies for the year 2004 of AIU

| S.No | Courses | Course Code | Male | % | Female | % | Total |
|------|--------------------------------|-------------|------|-------|--------|-------|-------|
| 1 | Al-Quran | 971 | 309 | 37.59 | 513 | 62.41 | 822 |
| 2 | Al-Hadith | 972 | 310 | 37.66 | 513 | 62.34 | 823 |
| 3 | Islamic Fiqh | 973 | 109 | 31.50 | 237 | 68.50 | 346 |
| 4 | Islamic History-I | 974 | 108 | 31.12 | 239 | 68.88 | 347 |
| 5 | Islamic History-II | 975 | 100 | 31.84 | 214 | 68.16 | 314 |
| 6 | Arabic Literature and Language | 978 | 108 | 31.39 | 236 | 68.61 | 344 |
| 7 | Textual Study of Hadith | 4557 | 30 | 28.57 | 75 | 71.43 | 105 |
| 8 | Fiqh –al-Sunnah | 4558 | 48 | 23.88 | 153 | 76.12 | 201 |
| 9 | Islamic Movement | 4559 | 69 | 25.46 | 202 | 74.54 | 271 |
| 10 | Islamic Law | 4565 | 59 | 29.79 | 139 | 70.21 | 198 |
| | Average | | | 30.88 | | 69.12 | |

It is evident from the table: 10 that at the level of M.A Islamic Studies in the selected course codes of during the year 2004, the average male enrollment was 30.88% and the average of female enrollment was 69.12%.

Table: 11
Gender Wise, Level Wise Course Enrollment of M.A Urdu for the year 2004 of AIU

| S.No | Courses | Course Code | Male | % | Female | % | Total |
|------|----------------------------------|-------------|------|-------|--------|-------|-------|
| 1 | History of Urdu Literature | 1500 | 98 | 43.55 | 127 | 56.45 | 225 |
| 2 | Urdu Fiction | 1501 | 96 | 43.24 | 126 | 56.76 | 222 |
| 3 | Urdu Criticism | 1502 | 48 | 40.33 | 71 | 59.69 | 119 |
| 4 | Urdu Poetry | 1503 | 49 | 40.83 | 71 | 59.17 | 120 |
| 5 | Styles in Urdu Prose | 1504 | 44 | 38.93 | 69 | 61.07 | 113 |
| 6 | Specific Study of Mir and Ghalib | 1505 | 45 | 38.79 | 71 | 61.21 | 116 |
| 7 | Specific Study of allama Iqbal | 1506 | 45 | 38.13 | 73 | 61.87 | 118 |
| 8 | Arabic Language and literature | 1509 | 21 | 43.75 | 27 | 58.48 | 48 |
| | Average | | | 35.52 | | 64.47 | |

It is evident from the table: 11 that at the level of M.A Urdu in the selected course codes of during the year 2004, the average male enrollment was 35.52% and the average of female enrollment was 64.47%.

Table: 12
Gender Wise, Level Wise Course Enrollment of M.A (Education Planning and Management) for the year 2004 of AIU

| S.No | Courses | Course Code | Male | % | Female | % | Total |
|------|--|-------------|------|-------|--------|-------|-------|
| 1 | Basic Concepts of Educational Planning | 501 | 75 | 45.45 | 90 | 54.54 | 165 |
| 2 | Process of educational Planning | 502 | 52 | 48.14 | 56 | 51.86 | 108 |
| 3 | Plan implementation and Educational management | 503 | 79 | 47.75 | 87 | 52.25 | 166 |
| 4 | Curriculum Planning and Evaluation | 504 | 44 | 48.35 | 47 | 51.65 | 91 |
| 5 | Economics and Financing of Education | 505 | 29 | 37.66 | 48 | 62.34 | 77 |
| 6 | Development education | 506 | 28 | 42.42 | 38 | 57.58 | 66 |
| 7 | Educational Research and Statistics | 507 | 24 | 33.80 | 47 | 66.20 | 71 |
| 8 | Planning for Population Education | 584 | 18 | 40.90 | 26 | 59.10 | 44 |
| 9 | Teacher education in Pakistan | 829 | 6 | 19.35 | 25 | 80.65 | 31 |
| 10 | Educational Research | 837 | 20 | 41.66 | 28 | 58.34 | 48 |
| | Average | | | 40.54 | | 59.46 | |

It is evident from the table: 12 that at the level of M.A (EPM) in the selected course codes of during the year 2004, the average male enrollment was 40.54% and the average of female enrollment was 59.46%.

Table: 13
Gender Wise, Level Wise Course Enrollment of M.A (Secondary Teacher Education) for the year 2004 of AIU

| S.No | Courses | Course Code | Male | % | Female | % | Total |
|------|-------------------------------------|-------------|------|-------|--------|-------|-------|
| 1 | Development Education | 506 | 238 | 22.73 | 809 | 77.27 | 1047 |
| 2 | Planning for population Education | 584 | 238 | 22.77 | 807 | 77.23 | 1045 |
| 3 | Elementary Education | 826 | 337 | 24.20 | 1055 | 75.80 | 1392 |
| 4 | Secondary Education | 827 | 337 | 24.15 | 1058 | 75.85 | 1395 |
| 5 | Higher Education | 828 | 336 | 24.17 | 1056 | 75.83 | 1392 |
| 6 | Teacher education in Pakistan | 829 | 337 | 24.17 | 1057 | 75.83 | 1394 |
| 7 | Teaching Strategies | 846 | 246 | 22.38 | 853 | 77.62 | 1099 |
| 8 | Foundation of Education | 6500 | 405 | 25.21 | 1201 | 74.79 | 1606 |
| 9 | Educational Psychology and Guidance | 6501 | 403 | 25.36 | 1186 | 74.64 | 1589 |
| 10 | Educational Management | 6502 | 251 | 22.63 | 858 | 77.37 | 1109 |
| | Average | | | 23.77 | | 76.23 | |

It is evident from the table: 13 that at the level of M.A (Secondary Teacher Education) in the selected course codes of during the year 2004, the average male enrollment was 23% and the average of female enrollment was 76.23%.

Table: 14
Gender Wise, Level Wise Course Enrollment of M.Phil Economics for the year 2004 of AIU

| S.No | Courses | Course Code | Male | % | Female | % | Total |
|------|---------------------------------------|-------------|------|-------|--------|-------|-------|
| 1 | Advance Microeconomics | 2700 | 8 | 32 | 17 | 17 | 25 |
| 2 | Advance Macroeconomics | 2701 | 8 | 32 | 17 | 17 | 25 |
| 3 | Research Methods | 2702 | 7 | 29.1 | 17 | 17 | 24 |
| 4 | Applied Economics | 2703 | 7 | 29.1 | 17 | 17 | 24 |
| 5 | Development Economics | 2704 | 9 | 50 | 9 | 9 | 18 |
| 6 | International Trade Theory and policy | 2705 | 9 | 50 | 9 | 9 | 18 |
| 7 | Environmental Economics | 2706 | 9 | 50 | 9 | 9 | 18 |
| 8 | Monetary Economics | 2708 | 9 | 50 | 9 | 9 | 18 |
| | Average | | | 40.27 | | 59.72 | |

It is evident from the table: 14 that at the level of M.Phil Economics in the selected course codes of during the year 2004, the average male enrollment was 40.27% and the average of female enrollment was 59.72%.

Table: 15
Gender Wise, Level Wise Course Enrollment of M.Phil Food and Nutrition for the year 2004 of AIU

| S.No | Courses | Course Code | Male | % | Female | % | Total |
|------|---|-------------|------|----|--------|-----|-------|
| 1 | Advance Food and Nutrition | 1775 | 0 | 00 | 3 | 100 | 3 |
| 2 | 4Dietetics Practice | 1776 | 0 | 00 | 3 | 100 | 3 |
| 3 | Food analysis | 1777 | 0 | 00 | 4 | 100 | 4 |
| 4 | Research Techniques in Nutrition and health | 1778 | 0 | 00 | 4 | 100 | 4 |
| 5 | Computer application in Food and Nutrition | 1779 | 0 | 00 | 3 | 100 | 3 |
| 6 | Research Thesis | 1780 | 0 | 00 | 4 | 100 | 4 |
| | Average | | | 00 | | 100 | |

It is evident from the table: 15 that at the level of M.Phil Food and Nutrition in the selected course codes of during the year 2004, the average male enrollment was 00% and the average of female enrollment was 100%.

Table: 16
Gender Wise, Level Wise Course Enrollment of
Ph.D Chemistry for the year 2004 of AIOU

| S.No | Courses | Course Code | Male | % | Female | % | Total |
|------|---|-------------|------|-------|--------|-------|-------|
| 1 | Reactive Intermediates in Organic Chemistry | 1754 | 1 | 50 | 1 | 50 | 2 |
| 2 | Advance Stereochemistry | 1752 | 2 | 66.66 | 1 | 33.33 | 3 |
| 3 | Advance food and Nutrition | 1775 | 0 | 00 | 1 | 100 | |
| 4 | Dietetics Practice | 1776 | 0 | 00 | 1 | 100 | 1 |
| 5 | Computer Application in Food and Nutrition | 1779 | 0 | 00 | 1 | 100 | 1 |
| | Average | | | 23.33 | | 76.66 | |

It is evident from the table: 16 that at the level of Ph.D Chemistry in the selected course codes of during the year 2004, the average male enrollment was 00% and the average of female enrollment was 100%.

DISCUSSION

In Public Sector Universities, Allama Iqbal Open University Islamabad is competing the international standers. It has well established network of regional campuses/ Centers and have expert tutors and resource persons. The study reflects the comparative enrollment in formal and non- formal system of education in Pakistan. The female average enrollment in the formal system was 41.5% (Table: 2) while the average enrollment of female in the non- formal system of education was 85.52% (Table: 3). The number of institutions for male at primary, middle and high level were greater in number as compare to institutions for female and the average enrollment of the girls was less than the boys at all levels in formal system of education. The female enrollment in distance system of education is higher from SSC to Ph.D level of Allama Iqbal Open University Islamabad Pakistan.

CONCLUSION

- There exist gender disparities in formal system of education with respect to number of institutions and enrollment in Pakistan.
- In formal system of education there are inadequate schooling and facilities for female education in Pakistan
- There exist openness to every one in distance system of education
- Females have greater number of chances for education through distance education rather than formal system education in Pakistan
- The enrollment ratio of the girls in formal system is less than the boys at all levels in Pakistan
- The enrollment ratio of the girls is higher than the boys at all levels in distance system of education in Pakistan.

RECOMMENDATIONS

- Number of institutions of the female in formal system of education may be equalize to number of institutions of male to minimize gender gap in Pakistan

- The number of Distance Learning institutions in Pakistan may be increased as at present there is only two public sector universities in the country to serve the large illiterate masses
- The Distance Learning institutions may be established at provincial level to minimize the gender gap in education in Pakistan

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