

EMPOWERMENT OF WOMEN THROUGH DISTANCE EDUCATION IN PAKISTAN

Qadir BUKHSH
Lecturer, Department of Education
The Islamia University of Bahawalpur,
Bahawalpur, PAKISTAN

ABSTRACT

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

Keywords: Distance learning, women, Pakistan.

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 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 the 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:

- To analyze the situation of gender disparities in education at national and international level.
- To evaluate the outcome of formal and non-formal system of education in Pakistan
- To access the root causes of gender disparities in education in Pakistan
- 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 Non- 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	Girls	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 from 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	Girls	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 the 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 AIU

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 AIU

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

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	

of Bachelor Degree Programme (B.A-General) for the year 2004 of AIOU

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 AIOU

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
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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 AIOU

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 AIOU

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 AIOU

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 AIOU

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 AIUO

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 AIUOü

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 AIUO

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 AIUO

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 AIUO

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 AIUO

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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BIODATA and CONTACT ADDRESSES of AUTHOR



Qadir BUKHSH was born in Uch sharif, Pakistan in 1974. He is having the degree of M. Phil in Education (Distance and Non-Formal Education). He is working as Lecturer in the Department of Education, The Islamia University of Bahawalpur, Pakistan. Previously he served as Community Mobilizer in Literacy Project "UJALA", Punjab Literacy Wing, Head Master of Elementary School and Secondary School Science Teacher. He is serving as a Tutor of Allama Iqbal Open University Islamabad Pakistan since

1999 for the different programmes of Distance Teacher Training such as B.Ed, M.Ed and M.A (Education). His main areas of interest are Distance and non- Formal Education, Literacy, Environmental Education, Curriculum Development and Higher Education.

Qadir BUKHSH
Lecturer Department of Education
The Islamia University of Bahawalpur, PAKISTAN
Cell: + 0092345817623,
Email: qadir_iub@yahoo.com

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