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The Use Of Communication In Educational Sector:
The Experience Of Pakistan

By

Masood Ur Rauf
Instructional Communication and Communication Education constitute opposite ends of an intellectual continuum representing approaches at an attempt to define and utilize the impact of communication on human learning. This theoretical concept is a useful model to describe the use of communication in the educational sector in Pakistan. The most significant variable contributing to the experience of Pakistan is the cultural milieu of our country. Religion has always dominated this milieu as the most important factor in social solidarity.

Islam has made it mandatory for every man and woman to seek knowledge. This concept of knowledge is so broad that it covers all aspects and sub-divisions of education known to us in the present era of specialisation. The Quran contains principles which regulate man's life, governing his conduct towards the Creator, his fellowmen and the leadership of the time. The communicators and teachers take due advantage of this phenomenon and devise their strategies based on this basic religious education of most of our neo-literates.

Communicators believe that pre-existing cognitive patterns can be utilized to enhance educational standards. The use of communication to educate a population which is pre-dominantly feudal, tribal, oral and deeply religious is a difficult proposition. Different media of communication

1. Communication Year Book-3, page -525, Lawrence R. Wheeless, West Virginia University.
have to be matched with different sectors.

Formal education in Pakistan is associated with the conventional teacher. Religious education is initially derived from parents and other elderly members of the family. Non-formal education is achieved through folk media and other modern media of communication. Informal education is derived from the social environment. All these sectors of education and communication deserve more analysis.

Education is basically a process of communication in which the transmitter (the teacher) transmits a body of knowledge to the receiver (the student). The body of knowledge they transmit can be hierarchically structured as in formal education or haphazardly played by the eye and the ear as informal education or specifically structured for specific clientele as in non-formal education. In case of formal education, the body of knowledge to be transmitted is determined by the curricula prescribed for each level of education. In almost all the educational institutions of Pakistan the curricula prescribed in each field of study for each level of education is, by and large, uniform with regard to both concept and standard.

A teacher in Pakistan has two modes of communicating these concepts i.e. written and verbal. The experience of Pakistan is that more than 95 per cent teachers depend upon the verbal mode of communication. The clarity with which a teacher can communicate these concepts determines the quality of his teaching skill. Obviously, dyadic interaction in a classroom represents a noticeably different type of communication system than does the traditional lecture approach.2

2. Communication Year Book-3, Page 525.
H. Thomas Hurt,
North Texas State University.
Different models of communication used in Pakistan for any type of education can be defined as communication systems utilizing a variable approach. Thus the familiar variables of source, message, channel and receiver are used to describe systems in terms of the ways these basic variables may exist in special relationship to one another.

The basic variable, population (roughly 80 million) growing at an alarming rate of 3 per cent annually, determines the quantitative and qualitative standards of education in Pakistan. There are many sub divisions in population i.e. urban, rural, provincial, male and female. The qualitative and quantitative standards of education are different in these sectors of the population. In some provinces the rate of literacy is better than others. In some cases the male segment is more literate than the female. The urban population is more literate than the rural population. The overall national rate of literacy is about 25 per cent. This level of literacy is indeed alarming. Although efforts have been made since independence to improve educational standards, raise the overall literacy level and impart the necessary skills to the public, progress recorded has been markedly slow.

The most significant phenomenon is the high rate of population growth. More than 50 per cent of our children drop out of school by the time they reach class V because of economic compulsion. To remedy this situation, educationists thought of the use of modern communication. The national education policy planned to undertake projects to enhance qualitative and quantitative standards of formal, non-formal and informal education by use of communication. It should be a point of interest for

foreign audiences that "to educate" is one of the basic functions of Radio Pakistan and Pakistan Television. These two media of mass communication have invested a lot of time and resources to elevate standards of education. Commercial feature films and state-produced films have also educated people in a subtle way. The national and regional newspapers, periodicals, novels, books, comics, posters, roadside publicity and hand bills have also played their role in the education of our people. Political speeches, political meetings, religious meetings and social work have also played a considerable role, as also some health and agricultural organisations, through their extension work. The folk-lore entertainers, the story-tellers, the puppeteer and even the quack have educated or de-educated our people. The recent advent of technology has made the audio and video tape-recorder easily available. In the near future, direct satellite broadcasting will also influence the qualitative standard of education in our country. These new media of communication which have affected the educational sector should be examined in some detail with reference to the activities of:

1. Allama Iqbal Open University.
2. Radio.
3. T.V.
4. Films
5. Newspapers.
6. Periodicals.
7. Books
8. Other printed material.
10. Parents
11. Khateebs
12. Folk media.
The Allama Iqbal Open University was the first national institution of its kind to use electronic media of communication for the educational sector. This University commenced working as a recognisable entity in June 1974. "Open" universities are being used in several countries to provide education and training to people who cannot leave their homes and jobs for full-time study. The Allama Iqbal University was established to provide part-time education facilities through correspondence courses, tutorials, seminars, workshops, laboratories, television and radio programmes and other mass communication media. The over-riding purpose of the university was to provide education of whatever kind needed to whom-so-ever desired. For this, it was to use whatever methods it thought necessary. The communicators and the educationists got together and examined some foreign distance-learning models. They depended upon the existing media and the openness of the minds of the uneducated audiences. The University suffered from the "trial syndrome" during its early year. There were many distractions. The average Pakistani student and the illiterate were so used to studying in a classroom with a teacher personally directing their study that it became difficult for them to accept that they could learn from radio, television and mail material. The student-teacher contact time, classroom lectures, other routines of formal attendance and the educational institutions were greatly missed by these media-students in the first year of the programmes.

The main thrust of the University was towards developing a distance-learning mechanism, using written material as the nucleus around which additional learning support, in the form of radio or television broadcasts and study-centre tutorials, is built-up.

The advantages of utilizing electronic media of communication in the distance-learning system proved cost-effective, since a small institution could serve thousands of students all around the country. A rapport was built between the communicators and the communicatees. The fact that the students were not obliged to give up other activities while engaged in a course of study also helped. There were no disruptions in the national work-patterns. The advantage of economy of scale was also realised. The students receiving their education from media continued to contribute to the G.N.P. while they studied. The rural students of remote areas were able to benefit from the best teachers in the country. In the conventional system they could not have access to guidance from such qualified teachers.

The planned use of electronic media encouraged the greater use of the nation’s existing educational resources, in terms of both physical facilities and manpower. Most schools and colleges functioned for only five or six hours a day. Media study-centres were organised in many schools and colleges all over the country and thus a second shift or an evening shift was functioning and providing education to the illiterate and job opportunities to teachers in a part-time capacity.

The use of media was particularly effective in two basic fields viz. teacher-training and functional education. There are about 100,000 working teachers in the nation’s primary, middle and secondary schools spread over
all parts of the country. The use of media made it possible to reach these teachers in the shortest possible time and in a very effective manner. The Allama Iqbal Open University has utilized communication media for teachers' training. The University's main focus has been on the in-service training of teachers (through its primary teachers' orientation courses), which actually has been the pioneer programme of the university. The University has already extended this training to more than 38,000 primary school teachers during the last four years. More than 12,000 teachers are enrolled in the present cycle. The instructional materials are revised from time to time and the media strategies are also modified. There are about 20,000 primary teachers serving throughout the country who have never received any kind of formal training during their career. These teachers have already rendered many years of service as untrained teachers and at this stage cannot be expected to leave their homes and jobs to acquire training. The Allama Iqbal Open University is offering courses like Primary Teachers' Orientation Course, Primary Teacher Certificate of Teaching, Intermediate and B.A. (Education) Courses. These formal courses through which people can earn certificates, diplomas and degrees are quite popular. Other courses which cover functional education and have anticipated future application are also gaining popularity. The courses for radio and television broadcast are designed to prepare individuals with improved skills in the labour force to enhance their occupational potential and to help individuals to help themselves for the development of their community. Workers in various
occupations face the challenge of coping with the new changes, while those unemployed seek to gain some marketable skills in the changing world of work. The university has offered many courses, mainly through radio and television; in various trades (applied electricity, plumbing, welding, auto-mechanics, electronics, masonry etc.).

To provide a satisfactory substitute for the conventional instructor-apparatus-based learning involved the preparation of simple, clearly written and profusely illustrated manuals and radio vision-material, in addition to carefully produced radio and television programmes, film strips and slides etc. Arrangements were also made at the viewing centres for supervising the practical work.

The University has also planned media course, supplemented by written material with illustration, for agricultural education. These courses cover soil problems and their remedies, plant protection, poultry farming, sheep husbandry and fruit production. To meet the growing demand for good typists and stenographers, the university has planned courses in both Urdu and English. The efforts made through media to enhance these secretarial skills are being appreciated by the audiences.

Radio and Television have been extensively used for the teaching of languages. The main emphasis of the University's language courses was on the teaching of Arabic, English and Urdu. The interest in learning Arabic through media is growing fast. The growing number of pilgrims, immigrants and the labour force abroad are taking advantage of these media courses and attaining considerable proficiency in the Arabic language.
Adult functional education is probably the most popular project of the Allama Iqbal Open University, utilizing radio and television very extensively. The target audiences for AFE were "the low hope" areas: people in low-income groups, small and fragmented land holdings, low productivity, unemployment and under-employment, poor nutrition, high population growth rates and a paucity of civic provisions for health, housing, education, transportation and communication. Such areas suffer further erosion because of large scale migration to urban areas which are already over-burdened and barely self-sustaining. The use of television for AFE will be dealt in detail in the following pages but it is pertinent here to mention the efforts of the Allama Iqbal Open University in devising courses for this sector. These programmes tried to inspire the communities to get organised to help themselves. The university devised courses for audiences to appreciate the awareness and understanding of material and human resources available locally. The use of media helped the communities to exploit these resources through well-conceived educational programmes and broad-based instructional development. The media offered an educational package approach through a combination of consciousness-raising, the acquisition of work and community skills and an attack on illiteracy. These programmes have also enhanced the level of agro-technological and vocational education in rural areas.
Radio, being the oldest of electronic media in the country was the first to experiment in different sectors of education. While its programmes were divided into the three broad categories of entertainment, information and education, all these categories contributed towards the general awareness and education of its audience.

Radio Pakistan started regular broadcasts to schools in January 1953 following a report by a UNESCO expert team on educational broadcasting. A thirty-minute daily programme for schools was first introduced from Karachi and later extended to other stations. The programme was syllabus-oriented and was transmitted to schools for classes Six to Ten.

Various research studies conducted independently by Radio Pakistan, the British Council and the University of the Punjab to assess the impact and utility of the school broadcasts established that the money, time and energy spent on these programmes were not cost-effective. The schools were not taking due interest and were not utilizing the programmes properly. There were very few radio sets in schools and the arrangements for preparing the class for listening to the programmes were inadequate. School broadcasts were, therefore, discontinued in 1971 from all stations except Karachi and Lahore, where the conditions were not so disappointing as they were at other places. Efforts to put the school broadcasts on a sound professional and realistic footing, however, continued. With this objective in view, the PBC invited Mr. P.M. King, Head of Educational Broadcasting Centre for Educational Development Overseas (London) to Pakistan for consultations in 1973.
Having made on-the-spot studies of the system of school broadcasting in Pakistan, Mr. King identified the problems and causes leading to the creation of obstacles to success, and made a number of suggestions requiring the system to be completely modified if positive results were to be achieved. In the light of his suggestions the school broadcasts were partly re-organised in 1974. Transmission of classes eight, nine & ten were discontinued. Programmes for classes six and seven from the stations located in Sind and the Punjab were changed and re-designed. At that time it was thought that programmes for senior classes would have greater possibility of success when the listening habits of both the teachers and the students of classes six and seven had been cultivated. However, contrary to expectation, the surveys conducted to assess the impact and utility of the re-organised broadcasting to classes six and seven again established the low interest of the schools and the low level of use of the programmes. PBC had, therefore, to take the decision to stop the programmes altogether until a sound infra-structure was established to make the service effective.

Now, on request from the Federal Education Ministry, PBC has again agreed to provide air-time for thirty minutes a day to the Ministry for its Pilot School Broadcasts. The programme will be broadcast from Rawalpindi/Islamabad. This programme is being devised with co-ordination and help of the teachers of primary and secondary schools of the Federal area. It has been ensured that supporting material and radio sets are provided to the teachers incharge.

It has been a collaborative endeavour of Radio Pakistan and the Allama Iqbal Open University to cope with the programmes of illiteracy. Several motivational programmes were broadcast from two stations of Radio Pakistan and
a programme was launched from different stations in the Punjab entitled "Taleem-e-Baleghan" (upto 1976). The programme was sponsored by the Government of the Punjab. Its aim was mainly to provide functional knowledge of subjects which were of immediate concern and importance to the rural illiterate audiences. They included community development, health and hygiene, civic sense, effective participation of local people in development programmes, rights and obligations of citizens etc. The overall aim of the programme was to improve the quality of life in rural areas.

The Karachi station of PBC broadcasts daily a thirty-minute programme for students. Lahore, Rawalpindi, Hyderabad, Quetta, Peshawar and Bahawalpur stations do it in national and regional languages on six-days a week and on weekly basis. Islamabad put it out every fortnight for thirty-minutes. These programmes try to impart a better understanding among its listeners, stimulate their imagination and creative faculties, encourage their interest in the world they live in, its art and literature, its science and technology, and generally develop their personalities.

Teachers from universities and colleges are associated with the planning of these programmes to make them accord to the needs of the students. Many of the students and their teachers have actually participated in these programmes.

PBC also broadcasts programmes for the youth of the country. Rawalpindi, Lahore, Multan, Hyderabad and Peshawar stations put across the programmes from fifteen to thirty minutes a week in national and regional languages. Islamabad and Bahawalpur broadcast the same on fortnightly basis. These programmes are intended to arouse national consciousness,
patriotism and Islamic fervour among the youth. They also acquaint them with day-to-day problems and suggest their solutions.

The rural agricultural and non-agricultural audiences are most important for informal education. These segments are being served very well by Radio Pakistan and are compensating for the fast declining audiences in the Urban population because of the spread of television.

Impressed by the enviable break-through in agriculture by rural radio forums, first in Canada and later in some Asian and African countries, Radio Pakistan introduced a thirty-minute composite programme daily to instruct and motivate farmers in modern progressive methods of farming. In view of the great success and effectiveness of the farm programmes, Rawalpindi, Lahore, Multan, Hyderabad, Peshawar and Bahawalpur stations broadcast them daily for twenty-five to fifty minutes. Quetta and D.I. Khan broadcast them as part of their rural broadcast. The broad objectives of the Farm Broadcasts are to acquaint farmers with modern and scientific farming techniques, progressive methods of soil preparation and sowing, selection of quality seeds, application of fertilisers, use of insecticides, watering of crops, harvesting, storage and marketing of agricultural produce. Through this programme the farmers are also educated in scientific methods of livestock rearing and care, poultry farming, fish culture, dairy farming, and in the use and maintenance of farm implements and machinery.

Farm Forum programmes are planned and broadcast in consultation with Agriculture Assistants attached with these stations. Other agricultural experts are also associated with these broadcasts. Farmers listen to the programme individually as well as collectively at "Listening Club" formed in villages. Periodical surveys to assess the impact and utility of the Farm broadcasts...
have established that ninety six per cent of the set-owning villagers regularly listen to the Farm programme and act upon the instruction imparted. The Farm programme has been instrumental for bringing about revolutionary changes in our farming techniques and farmers' attitude. The present situation of surplus production in some agricultural sector is believed to be the result of modern methods of production partially introduced by Radio programmes.

There is another programme directed to rural people from each of the PBC Stations. A thirty to fifty minutes programme is presented in the regional languages from all stations (except Islamabad). The main objectives of these rural programmes are to inform and educate the villagers, with a view to enabling them to become a useful link in the socio-economic and cultural life of the country; to help improve their professional skills, supplement income and raise their standard of living; to impress upon them the need for and the advantages of finding solutions to their individual and social problems on self-help basis; to make full use of their resources and ability and to provide healthy entertainment. Covering subjects like spiritual, moral and social values, civic sense, living in harmony, health and hygiene, promotion of cultural heritage, current national and international affairs.

There is some emphasis on the socio-economic development taking place in the rural areas through the active and voluntary participation of the local people in the uplift programmes launched by the government agencies. The cultural life of the region is also projected in plays and features, along with folk music to make the programme interesting and entertaining.
The public service broadcasting programmes endeavour to encompass every significant section of the people. Keeping this in view, the Pakistan Broadcasting Corporation puts out a programme for factory workers. Some stations broadcast a thirty-minute programme a week, while others broadcast a fifteen-minute programme, six days a week. These programmes impart knowledge of labour laws, implications of labour reforms and give necessary guidance on improving the efficiency of the workers and maintaining harmonious relations with the management.

As regards the category of special-audience programmes, Radio Pakistan has devised programmes for children, students, classical music lovers and other people with special interest. Among these, programmes for women are probably the most popular. The women-folk of the country are provided non-formal education and useful information about subjects of their interest through these programmes. All stations broadcast these programmes from fifteen minutes daily to thirty minutes weekly in national and regional languages.

Music attracts and holds the attention of listeners more than the spoken word does and has a greater bearing on their mental attitudes. Radio Pakistan has successfully and effectively used music to promote national objectives. Prominent poets are commissioned to write poems and songs on various themes which are composed and produced in folk and other popular tunes. Radio Pakistan can genuinely take pride in the remarkable contribution it has made, through motivational music, to the nation's efforts at boosting the people's morale during crisis, their participation in nation-building tasks, in grow more food campaigns, family planning, national integration and cohesion.
Radio Pakistan is also actively responding to action plans of the National Literacy Campaign being undertaken soon by various sectors of communication and education jointly. All stations of Radio Pakistan will involve the Councillors, the teachers and the influential people of the area to work in harmony with the staff of Radio Pakistan. The illiterate segments of population will be identified by the local notables and formal and non-formal education programmes will be produced for these audiences. This project is still in its initial stages but some encouraging responses have been registered.

The advent of inexpensive transistors in the rural population has really made radio the most influential communication medium in all types of education. Radio has not achieved much in the sector of formal education but has certainly enhanced the general understanding and advances of the rural audiences. Unfortunately, the success of the medium has not been matched with the success of other sectors on the ground. The farmers are fully convinced of the benefits of modern equipment and fertilizers but are frustrated when they do not find these facilities made available to them. There is much to be desired from the extension workers of service departments for rural and agricultural uplift. The success of the media and the newly developed awareness has aggravated the sense of deprivation in the least privileged rural classes. Now they are aware of many problems which did not exist for them before the availability of information through radio.

Of all the media which have influenced the process and progress of human learning, radio is probably the most important, powerful, dominant and effective in rural areas, having a significant bearing on the making and re-making of the behavioural...
patterns of the people. It is generally believed by educators and communicators that in the case of Pakistan much more could have been achieved if the radio-potential of the country had been even more fully exploited. In many Latin American countries (e.g. Radio Santa Maria) amazing results have been achieved.

The process of education planning has undoubtedly become more complex over the past two decades, especially with the advent of television in developing countries. A decade or more ago the problems seemed more straightforward and communication media were considered an important aid for the improvement and expansion of education, but there was not much application on the ground. Today, there is an increased emphasis on the use of television in developing countries for not only political and economic education but also education as such. The experience of developed nations such as the USA has attracted world-wide attention. The popular programme for children, "Sesame Street" was basically and originally conceived on the basis of the long term goal of reducing learning gaps between the advantaged and dis-advantaged children. Later on, educators and communicators discovered that these programmes had attracted and educated the young audiences much more than the formal educational programmes in schools. The use of television for formal, informal and non-formal education has accordingly grown during the last decade.

There are hardly any studies conducted in Pakistan to ascertain the impact and influence of television programmes on children. However, a rough feedback which we have analysed during the last sixteen years give...
evident proof that a whole new video-oriented television generation has grown up which is strikingly different from the previous generation. The planners of education and television do recognise the power of this medium of communication but there has not been enough coordination between the experts. While television, unquestionably, has the ability to attract large audiences in urban areas, there is also the risk of creating an awareness of problems without providing any mechanism for solving them. Since most of these problems stem from illiteracy, poverty and inequitable distribution of resources inherited from our past socio-economic system, it is very difficult to cope with these problems in a hurry. The effect of television creates instant awareness and instant expectations.

Television in Pakistan has, during the last 18 years, provided entertainment, information and education. There is a growing awareness among the education planners and the television planners that conventional classroom instruction is not as attractive for the younger generation as television programmes. In certain cases, urban children are spending more time watching television, VCR, listening to radio programmes, pre-recorded music and stories than the time they spend in their classroom.

Television in Pakistan, right from the day it started functioning in 1964 at Lahore, has generated a lot of interest in all segments of the national audience. It has developed a sound provincial organisation, probably the best in this part of the world, and has attained considerably high standards of production in all categories of programmes. Pakistan Television Corporation has, during the last eighteen years, transmitted about fifty thousands programme hours covering drama,
quizshows, music, children's and family programmes, discussions and talks, documentary and feature films, foreign imported programmes, current affairs, sports, national and international events. It has produced about 650 hours of educational television programmes which can be described as directly educational, covering both the formal and non-formal educational sectors. Most of this tele-cast time was devoted to adult functional literacy programmes. The A.F.L. project was a collaborative endeavour of a private welfare organisation, the Allama Iqbal Open University and Pakistan Television. Since 1975 it has completed six cycles of programmes. According to a rough estimate, with the completion of these six cycles, a total of 887,000 adults including 520,000 women have acquired functional literacy skills. Besides, it was established that more than 300,000 children and 1000,000 other viewers also derived benefits from these courses during the last seven years. The A.F.L. project has proved to be very cost-effective. The per capita operational cost of enabling an adult to acquire literacy skills through the A.F.L. course remains reasonable in general (Rs. 18.69). 5

Community viewing centres were established in most "low-hope" areas of all the provinces by the sponsoring agencies of A.F.L. These C.V.Cs were used by male and female audiences at different times. Both these sessions offered programmes specially produced for the target audiences. Tele-lessons were supplemented by illustrated books and person-to-person instruction from the supervisor of the Centre.

The viability of television as an effective instrument for E.T.V. - A.F.L. courses has been demonstrated beyond any doubt. There is a great scope and need to improve enrolment at C.V.Cs and to expand their number. The private organisation mentioned earlier, has performed the best of all the agencies engaged in this noble pursuit of mass-literacy. The Adult Basic Educational Society, Gujranwala is operating more than two hundred C.V.Cs in the Punjab. Other agencies imparting facilities in C.V.Cs in various provinces may get some inspiration from the kind of efficiency and effectiveness exhibited by this private organisation.

The A.F.L. programmes were quite innovative in content and style. They imparted instruction in writing, reading, arithmetic and enhancing the functional knowledge of the audiences. Subjects like health and nutrition, savings and budgeting, child care, vegetable growing, agriculture and general knowledge were the various components of these programmes. A sample survey of the reading and writing habits of neoliterates (535 women and 477 men in Lahore and Rawalpindi Division) two years after they became literate through the A.F.L. project, showed fairly encouraging results. The reading and writing tests showed that 64 per cent of the neoliterate had acquired a fair to good reading ability and 42 per cent a fair to good writing ability. However, while 65 per cent said that they had actually been reading something, only 50 per cent indicated that they had made use of their reading skill from time to time, mostly for counting, and reading letters. A change in attitudes was also registered on different social issues after receiving education from television. About 20 per cent of the neoliterate said that they have been teaching one or more
children and 2 per cent said that they had taught one or more adults, with 96 per cent success in the case of children and 68 per cent in the case of adults. On the question of sending children to school, 91 per cent of the neoliterate were in favour of sending all children, girls as well as boys, to school. No less than 92 per cent of the neoliterate felt that they had gained some advantage through their literacy (even when poor), with 33 per cent mentioning the advantages gained in child care, 15 per cent in home-management, 28 per cent in learning new useful skills, 40 per cent in accounting and 13 per cent in income. While there was some general variation between men and women, this was marked in the case of child-care, where 50 per cent of the women as against 20 per cent of the men, felt that they had benefited; and in the case of income, no less than 23 per cent of the men as against only 5 per cent of the women, felt that they had gained. There is obviously a need to devise means of motivating more adults to use their acquired skills, even with only 50 to 65 per cent of the neoliterate showing themselves to be active. A growing impact on accelerating socio-economic progress and improving the quality of life is being experienced as an expanding number of men and women are enabled to acquire functional literacy skills.

The course of tele-lessons for the supervisors of community viewing centres (or AFL teacher-training) dealing with all aspects of the task of imparting functional literacy was pre-arranged. The 20 training tele-lessons based on the ABES handbook for AFL teachers, "Rahnuma-i-Asatiza" (Guide for Teachers), covered expositions of teacher...
behaviour and instructional methodology, combined with
discussion between the trainer and two male and two
female trainees; situational demonstrations of the
wrong and the right way of doing things; and micro-
teaching practice by the trainees. Demonstrations of
a good and a bad teacher in action were given by the
same trainer, rather than by two different people, which
came through effectively in showing how a person could
train and discipline himself to avoid at least the more
obvious pitfalls. For these illustrations and demonstrations,
the participation of actual villagers was secured, since
actors were unable to convey fully the atmosphere and feel
of a village audience.

The efforts of television and other agencies
operating these centres were quite encouraging. Though there
has been some failures in some areas, the drop-out rate has
stayed below 20 per cent and the average pass rate for
those completing the course has also retained a level of
about 95 per cent. The other aspects of this otherwise
encouraging picture is that the number of television sets
available for the project has remained rather small, despite
the increase from 240 to 678; that the number of CVCs actually
operated has, except in the first cycle, remained substantially
below capacity; that even at the CVCs actual enrolment
has (except in case of the ABES) fallen far short of planned
targets; that delayed payments of teacher honoraria,
inadequate supplies of AFL reading materials, logistical
and financial inadequacies in the way of prompt replacement
and repair of defective TV sets have, in several cases,
created a serious problem. If success is to be achieved
on a scale that aims at gradually reaching a level
commensurate with national need, concentrated efforts will have to be made to progressively expand the number of CVCs, ensure their optimal utilization, and improve organisational management at the receiving end.

All other entertainment and informative programmes of television attract a much wider audience than the educational television programmes. They too make a contribution towards the general level of understanding and education of the literate, neoliterate and illiterate audience. Plays remain the most popular programmes. Music, children and family programmes also enjoy a high rating. Discussions, talks and documentary programmes have a considerable number of viewers. Current Affairs, news and sports are also enjoyed by the illiterate and neoliterate audiences. Regional programmes are of special interest to the illiterate audience. Foreign films, usually in English, do not attract many of the illiterate. All these programmes are supplementing the direct approach of the AFL programmes and the impact of these informal and entertainment programmes is the "better" part of the deal.

Feature Films attracted a large audience in big and small towns where cinema houses were available. The Film industry was doing very well till the advent of television in this country. This study cannot present a full cross-analysis of the impact of films and television but something may be mentioned in passing. Though the film industry is on decline now and cinema houses are being converted into shopping plazas, feature films are being used as part of the programme fare on television. Feature films were the first visual medium that entertained people and indirectly enhanced their understanding about social and political problems. Films songs are still the biggest raw material for radio entertainment. The impact of feature films on the social
pattern of our audiences is quite significant. "Going to the movies" was the only entertainment for the urban population for many years. Documentary films produced by the Government of Pakistan were screened before the main feature films. Some of these documentaries were very well made and informally educated people regarding the political and economic developments in Pakistan. Many social problems were adequately portrayed in these documentaries. Foreign films attracted large audiences, both literate and illiterate. These films proved to be a visual link between the outside world and the local audience. These foreign films have also contributed a good deal in the informal education sector of our audiences. Since cinema admission tickets are forbiddingly expensive and quality-plays and foreign films in colour are available on television, very few people are nowadays attracted to the cinema houses.

Though the rate of literacy has always been low in rural areas, newspapers remain a great attraction. The 'written' word carried more value than other sources of information. One or two newspapers in a village were enough for the entire community. A single newspaper circulated from one section of the village to another and was read out by someone who could read to large groups of illiterate persons. This was a unique source of information and education for many areas of the rural population. Even today, newspapers are competing hard with radio and television in the rural areas. It is estimated that every copy of a newspaper printed in our country is "used" by at least five to ten persons in the rural areas and three to five persons in urban areas. Column writers and feature writers have proved to be successful educators, imparting informal education to neoliterate and illiterate audiences. With modern
printing techniques and colour production, newspapers continue to be a very solid source of information and education. The regional press is more popular in small towns than dailies reaching them late from federal or provincial capitals.

We have a tradition of literacy and religious periodicals in all regions of the country. Some of the political magazines have played an important role in the development of the understanding of their audiences. Since periodicals are more lasting than newspapers and carry material of a permanent nature, more people benefit from them. Some of the fiction digests are so popular that their circulation has risen to amazing levels. This medium is proving to be a substantial source of education.

Religious and semi-religious books, books on folk tales and folk songs have inspired all sections of our society for a long time. "Bhashtee Zaver" (book for female conduct") and Mout Kay Bad Kaya Hoga" (life after death) are probably the most published books after the Holy Quran. Collections of mystic poetry and folk tales have provided entertainment and education to our people for hundreds of years. The education provided through this medium is also worthwhile and modern communicators believe that this basic education can be utilized for the enhancement of general understanding and awareness.

Pamphlets, brochures and other printed materials provided by extension workers of the agricultural and health departments were good sources of instruction for both the rural and the urban population. Family planning, malaria eradication, use of fertilizers' and grow-more-wheat were some
campaigns started by this medium. Writing slogans on the house-
walls, trees and improvised bill-boards have also played a
significant role in imparting commercial and motivational
information. This medium of communication on walls or on
paper, using written and graphic communication, particularly
suited the requirements of our rural population.

The extension workers of different government
agencies engaged in rural uplift, notables and influential
persons in the villages have played a significant role and
have educated the rural population through personal
communication. Since our society is basically oral, inter­
personal communication proved to be very effective. A
trained rural social worker could always change his
persuasive techniques to match his audience. Though
Government functionaries have not been utilized fully, there
is great scope yet in this sector.

Parents continued to be a big influence on our
younger generation. Child-rearing included imparting
basic education on social and religious subjects. Some
studies have shown that thought patterns created by parents
become the basis of future education. Since our people
are still profoundly family-oriented, parents and senior
members of a family remain the first and lasting source of
formal and informal education. Khateebs and spiritual teachers
also attract many people in our country. In their formal
and informal gatherings they project religious and social themes
which are very well received and have a significant bearing on
the attitudes and beliefs of our people. Many political movements
have been led by these religious and spiritual leaders and their
influence has been established beyond doubt. If these community leaders can be inspired with a clear sense of direction, they could become very effective communicators. Unfortunately, they have not always performed entirely in the national interest, nor indeed in terms of that liberation of the mind which is the primary purpose of all education.

Folk media i.e. folk dancers, story tellers, puppeteers, the "bhands" and acrobats have entertained our people over many long years. Some of their presentations are so well-conducted that they could match even the sophisticated performance of professionals on the stage. They deal with traditional and conventional themes, also commenting merrily on social and political situations. Folk media in Pakistan has great potential and needs careful handling. These communicators are handicapped by their illiteracy and poverty but they are very imaginative and great improvisers. They have a still extant traditional hold on our rural audiences.

CONCLUSION

All the media mentioned in the above paragraphs are interdependent and interrelated. No one medium operates against another. They derive inspiration and strength from each other. Some of them become raw material for a new medium. All these media should, therefore, be viewed as variables of a holistic communication strategy which affects the other variables of formal, non-formal and informal education.

The educators of Pakistan are responding to the latest developments of inexpensive video- and audio-technology. The clandestine business of video-tape records is flourishing in all the big cities of Pakistan.
This is creating a new video-culture as the video-hungry audiences of television are not satisfied with what they see on their TV screens. They supplement their viewing with this new source. Latest foreign feature films and informational films (e.g. "Islamic Bomb Updated", a BBC production) are available at the rate of Rs.20 per day. Recorded music and stories on audio-cassettes are also gaining popularity in younger audiences. The days of conventional audio-visual aids (e.g. slide charts in the classrooms) are gone now. The Teachers Training Institute of the Education Ministry has already started using video-cassettes where the trainee teachers learn the effective use of this medium. India, the neighbouring country, has already launched their communication satellite and this might trigger a new phase of direct broadcasting system in the educational sector in Pakistan.

Pakistan has yet a long way to go in refining its educational effort through such mass media of communication as radio and television. However, the progress that has already been achieved augurs well for the future. Technological developments threaten to outpace the evolution of integrated methodologies for their use. However, the very acuteness of this perception and the awareness that time is turning out on us remain the two abiding incentives in our search for intellectual, emotional and spiritual refinement of the people through modern miracles of radio, television and printing press. What is required is a carefully orchestrated, multi-dimensional attack on illiteracy, poverty and social apathy. The battle has begun. It will continue to be waged.

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