

OPEN LEARNING SYSTEM IN PAKISTAN: A REAPPRAISAL

Abstract

The Open Distance Learning (ODL) was launched in Pakistan in early 70s. It was first educational institution of its kind across Asia and second in the world after the establishment of UK Open University. It was a system duly formulated according to the explicit needs of majority population for a country like Pakistan. A state mainly dependent on agriculture products needed a technical-cum-vocational educational system to equip its individuals with required skills. The objectives were exerted in the National Assembly and translated in the form of Peoples Open University, later known as AllamaIqbal Open University. This article analyses the backdrop of debate in Parliament before promulgation of University Ordinance in 1974. The objectives of this first ODL institution reflected the specific aspirations of the people of Pakistan. An effort is made to discuss the concept, aims and system of ODL in Pakistan, comprehensively. A short initial history includes to persuade young scholars to focus more on subject.

The AllamaIqbal Open University was established under an Act of Parliament in 1974. It was the second Open University in the world. Before rediscovering the factual history of 'the one of the Mega Universities' AllamaIqbal Open University, it is imperative to muse on the socio-economic conditions that paved the way towards non-formal education in an ideological state, Pakistan.

Educational Policy 1972-80

The National Education Policy 1972-80 reviewed the literacy situation and commented that 'Pakistan had one of the highest rates of illiteracy in the world that was 84.6 percent with highest among the rural women in remote areas. It estimated that there were about '40 million illiterates' and about 'one million' were being added every year due to population explosion.' In this situation the efforts by the formal school system almost were aborted to cope with the increasing number of children. The Education Policy 1972-80 suggested universal elementary education- the only remedy to eradicate illiteracy. Besides, it accentuated the needs of adult education to craft the larger chunks of population productive and contribute to their full share to 'the nation's growth and prosperity'.¹

To eradicate illiteracy, the education policy proposed to establish two lakh sixty thousands literacy centers across the country to provide training to almost 11 million illiterates. The suggested massive literacy programme was to employ the traditional approach as well 'an extensive use of new educational technology and non-conventional methods such as films, records, TV, radio, libraries, exhibitions, seminars, demonstrations, charts, models, posters, pictures

and other suitable materials'. To enforce these centers, a vigorous core of teachers would be trained.

The Education policy also stressed the need for continuing education for rural/factory workers as well as housewives to improve the quality of their life and work. To achieve the above mentioned desired objectives, the Education policy suggested employing the non-formal and lifelong education.

Establishment of Peoples Open University

The idea of an "Open University" was integrated in the wider set of guidelines included in the National Education Policy 1972-80, in these words:

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 studies. An Open University will, therefore, be established to provide part time educational facilities through correspondence courses, tutorials, seminars, workshops, laboratories, television and radio broadcasts and other mass communication media.....²

Based on above mentioned objectives, the Open University was founded with the name of People's Open University in May 1974. It is first ever distance teaching institution in Pakistan and second in the world after UKOU, whereas today there are sixty in the world.³

"There shall be established a University to be called the People's Open University as a specialized educational institution with its principal seat at Islamabad for purposes of teaching, holding of examination and tests, establishment of audience level regional centres for guidance and examination at the post-matric, graduate, post-graduate and research levels in accordance with the provisions of this Act".⁴

Peoples Open University Bill 1974

The law Minister, Mr. Abdul Hafeez Pirzada presented 'The Peoples Open University Bill, 1974'⁵ before the National Assembly of Pakistan on 25th March 1974. While introducing the Bill, Mr. Pirzada termed it as the 'extremely important Bill in the field of education.' He argued that 'these [kind] of universities have been established in a number of countries.' In some countries these are called 'University of the Air'. In many others, these are entitled as Open University; while in some, labeled as 'Free University'. He named it as 'University without Walls, without an enclosure'.⁶ He justified the idea of an Open University that 'rapid developments across the world in the field of sciences and technology' necessitates making education a life-long process'. It is 'incumbent upon those who were engaged in the task of instruction and education to ...continue improving their education throughout the course of their lives. They have many limitations and constraints. Besides, it is not possible to provide all of them formal education on such a large scale.'⁷ Therefore, the objective of establishment of an Open University is to enable people to improve their education throughout their lives.' He pointed out that the first task assigned to the Open

University would be to train 240,000 elementary teachers⁸ and the members of the National Literary Corps for adult literacy.⁹

His speech generated a heated debate among the members of National Assembly. The following parliamentarians participated in the discussion:

Professor Ghafoor Ahmad
Maulana Shah Ahmad NooraniSiddiqi
Mr. Hakim Ali Zardari
Mr. Sardar Muhammad Khan
Mr. Mian Muhammad Ali Qasuri
Mr. Maulana Abdul Hakim
Mr. ChaudhryMumtaz Ahmad
Mr. Malik Muhammad Sadiq
Mr, KaramBakhshAwan
Mr. Haji Naimatullah
Mr. RaoKhurshid Ali Khan
Mr. Chaudhry Jahangir Ali
Mr. Rao Muhammad Hashim
Dr SMahmood Abbas Bukhari
Mr. Maulana Syed Muhammad Ali
Mr. SahibzadaSaifullah
Mr. Maulana Abdul Haque (AkoraKhatak)
Mr. Malik Muhammad Jaffar

Taking part in the debate, Prof. Ghafoor Ahmad stressed that the purpose of education should be to make a better Muslim.¹⁰ Both MianMahmood Ali Qasuri and Maulana Syed Muhammad Ali discussed about the autonomy of the University. Mr. Qasuri emphasized the need for 'freedom to think, freedom to write, freedom to express' therefore, he suggested that the 'university needs much more freedom than what... [he] sees in...Bill' and more powers should be conferred upon the competent authority.¹¹Maulana Muhammad Ali also stressed that the university should be free of government influence and a passion of patriotism should be inculcated among the students.¹²

Maulana Abdul Hakim stressed that the people working in fields are the backbone of this country so these people should be preferred in education.¹³ Supporting the stance of Maulana Muhammad Ali, ChaudhuryMumtaz Ahmad asserted that children of peasants must be provided knowledge related to agriculture so that production can be increased and foreign exchange can be

enhanced. He further argued that if majority of people would be educated, it will save them from exploitation.¹⁴ Mr. Hakim Ali Zardari appreciated the idea of an Open University and requested that all the political parties and society should make it a success.¹⁵

Total amendments introduced were 77 which related to the objectives of the proposed university, autonomy of authorities, statutory bodies, organizational structure and nomenclature of the academic/admin officers.

As a matter of fact, the idea of an Open University was completely and unanimously adopted and appreciated. The Bill was passed on 21st May and was published in the Gazette of Pakistan on 25th May 1974 as Act No.XXXIX, 1974. (Notification can be seen at Annexure 1)

Concept and Philosophy of Distance Education

The term 'distance education is used to illustrate a diverse form of study at all levels. It is an educational process in which a considerable proportion of the teaching is conducted by someone distant in space and or/time from the learner.

“Any instruction by means of which a distance between teacher and student is bridged. To this end, apart from letters also other media can be utilized, such as radio, tapes, recorders and films”.¹⁶

Moore called the distance education a 'telemathic' and says;

“... all those teaching methods in which, because of the physical separateness of the learners and teachers, the interactive as well as pre-active phase of teaching is conducted through print, mechanical or electronic devices”.¹⁷

Here an analyst not only defined distance education but also traced its origin;

“Distance education is a generic term that includes the range of teaching/learning strategies referred to as 'external studies' in Australia; as 'correspondence education' or 'correspondence study' at further education level; as 'home study' at further education level and 'independent study' at higher education level in United States and as 'distance teaching' or 'teaching at a distance' by the Open University of the United Kingdom. In New Zealand, the term 'extra-rural studies' is used at tertiary level. In French it is referred as '*tele-enseignement*', '*Fernstudium/ Fernunterricht*' in German; '*education a distancia*' in Spanish and '*teleducacao*' in Portuguese”.¹⁸

To sum up, distance education system is devised for rural population and the working class for building their capacity as a learned and skilled citizen.

Salient Features of Distance Education

Following are the significant features of the distance education:

1. The validity of distance education to larger groups of students in the form of mass communication becomes essential when formal educational institutions proved unable to get extra physical burden.
2. The possibility of enhancement in the quality of instruction material by the best subject experts available for large groups of students.
3. The effectiveness of teaching methodology as proved with a target audience as skilled learner.
4. The cost effectiveness of distance teaching measures without residential teaching and study during spare time.
5. The probability of personal preference of the pace and context of study.
6. The independence of the student to be habitual in experience of work on his/her own, leading to autonomy than other types of study.
7. The quasi enduring separation of teacher and learner throughout the period of the teaching-learning process.
8. The influence of an educational organization both in planning and preparation of instructional materials and in the provision of learners support services.
9. There is occasional face-to-face link.
10. Learning is on an individual basis and not on group basis.
11. There is multi-media use i.e use of postal services, audio, T.V etc.
12. Industrial form of production where learning is on part-time basis.
13. Learner is dynamic/ motivated.¹⁹

Components of Distance Education System

The Distance Education System being a multimedia system comprises of the following components:

1. Printed Courses books or prescribed books
2. Tutorials
3. Use of Multiple media
4. Assignments/Term Papers/field articles
5. Workshops/Practical
6. Internship where required
7. Sunday schools
8. Final Examination

An open university operates on semester system and admissions use to be announced twice a year as Spring and Autumn Semesters. Admissions in

Undergraduate programmes take place every semester whereas admissions in Post-graduate programmes carry out once a year.

1. Course-book/ Prescribed Books

The University corresponds with its students through various means under distance education system. The course material particularly designed for the different disciplines by the academicians of the University on self-instructional principles use to be send to its students. At post- graduate level reprints/latest editions of foreign published books also become the part of proposed study package along with Study guide/manuals. The Study Guide is meant to help the students to go through the reading materials according to learning sequence and the course outlines (syllabus).²⁰

2. Tutorials

As the opportunity of face to face contact in an Open learning system is restricted but having often a class room situation proves effective where a large number of students are available. To guide the students during the semester, the part-time tutors are appointed throughout the country out of the registered qualified experts in each field in their respective region. Group of students are formed and tutors are assigned.

3. Use of Multiple media

The idea of an Open University seems to be incomplete without the use of multiple media for the purpose of instruction. The specially designed recorded radio/TV programmes are broadcasted to strengthen academic/professional courses (subjects) with a given schedule to supplement, explain and demonstrate the reading material as a study package for the students. In some cases pre-recorded audio cassettes make part of a study package.

4. Assignments

All University students are required to write prescribed assignments/term papers, based on provided study material for each course during a semester which is being evaluated by the tutors. It constitutes an integral part of students' performance and used to be in form of his/her record.

5. Workshops/Practicals

Practical training for some courses arranged by the study centers to develop necessary skills form physical interaction between tutors/teachers and students. Students enrolled in vocational courses, science and technical subjects at post-graduate level need to attend workshops not only to work together with their peer groups but also with experts. The students also required to make presentations during these workshops.

6. Internship

In Distance Learning System some programmes/degrees need training exercise like internships to ensure practical experience in the relevant field. Generally, these courses enfold the curriculum prerequisite for skill oriented vocational/ professional pursuit.

7. Sunday schools

Sunday school is the generic name for many different types of [religious education](#) pursued on Sundays by various denominations. This term may loosely be used when education is provided to the students free of cost, under the supervision of a religious instructor and the schools are affiliated to a mosque, church or temple etc.

8. Final Examinations

After getting pass marks in the assignments and attending workshops, students appear in the final examination. The overall performance of a student in a course (subject) is judged on the combination of performance in Assignments, Workshops and the Final Examinations.

Objectives of an Open Learning System in Pakistan

AllamaIqbal Open University is pioneering distance teaching institution in the world with a unique character adopting a range of teaching approaches to meet the needs of its different target groups. The National Educational Policy of 1979 has also recognized the potential of the University.

While discussing the significance of an open learning institution during parliamentary debates on Peoples Open University Bill, some members such as Ghafoor asserted:

“According to Article 31 of the Constitution of Pakistan 1973, the State’s responsibility lies to train better Muslims/human beings through an educational revolution in the country. The socio-economic conditions of the country need reformation in education which should be based on scientific and technical training for people in remotest areas of the country”.²¹

Another member reiterated,

“to move forward a society like Pakistan’s, we should challenge illiteracy and unemployment through education to get more skilled and qualified masses to develop social awareness amongst them to eradicate exploitation at all levels. There will be generations of good Muslims, better Pakistanis and best human beings in the ideological state, like Pakistan”.²²

One member as a response to objections raised by an opposition member, recommended to elaborate the necessity of education in Pakistan generally and for formation of an Open University, particularly. He observed that historically education was considered to be a prerogative for elite and wealthier classes who monopolized the upper layers of society and enjoyed all the benefits of it. A particular section of society dominated as recipients of higher education, politics and social developments. The concept of ‘privatization of education’ had transformed this important tool of national development into ‘a trade’. The lower-income sections of society were almost kept aloof from advantages of modern education and resulted into deprivation of quality in their lives with a declining/alarming position in human development graphs. This situation was felt

in 1972's education policy and led to 'nationalization of education sector'. By opening up a 'University for masses' the new education policy proved to introduce a new experience' that will take time to be fruitful.²³ The idea of a 'mutual media system of education for teaching at a distance' was discussed in the National Assembly while passing the Bill of Peoples Open University as well as in the Act of Parliament.²⁴

Objectives of AllamaIqbal Open University

The objectives of the University are announced in the Act passed by the National Assembly on 21 May 1974 are as follows²⁵:

1. To provide facilities to people who cannot leave their homes and jobs.
2. To provide such facilities to the masses for their educational uplift.
3. To provide facilities for the training of teachers.
4. To provide instruction in such branches of learning, technology or vocations as it may deem fit, and to make provision for research and for the advancement and dissemination of knowledge in such a manner as it may determine.
5. To hold examinations and to award and confer degrees, diplomas, certificates and other academic distinctions to and on persons who have been admitted to and have passed its examination under the prescribed conditions.²⁶

At the beginning, University has tried hard to bring those objectives to reality, to provide people a second chance –sometimes a first chance–to advance their careers, to satisfy their within call for knowledge and to equip themselves as better citizens. “Significance of AllamaIqbal Open University lies in its philosophical concept of ‘OPENNESS’. While students come to study at conventional universities, under the open learning system, AllamaIqbal Open University herself goes to the students, in a sense it is a ‘University without walls’ ”²⁷Above all, the University is meant to reach out to the millions at remotest areas across Pakistan. Many are in the furthest parts having only the most basic levels of education or literacy. As times change, knowledge expands; new materials with modern techniques become available. To face these challenges and to get benefits from the new approaches, people need education more than ever. With the expansion of knowledge, our population is also growing with grater pace our formal education system and its institutions simply cannot fulfill its pre requisition at even elementary or higher education levels. It was in this background that the University was founded to meet long-felt needs and to facilitate its students with a system of education that could cope with the rapid growth of country s population. It was aimed to take account of new developments in the fields of Science, Humanities and Technical Education despite the volatile effect of its population growth rate.

The establishment of the British Open University in 1969 resulted after debate on Distance Learning system during 1960s. It also increased momentum for a whole non-formal movement in the field of education in the South Asia too. The Open Learning system suited well and served better the requirements of masses in

South Asia. Therefore, it spread even more rapidly and often at a larger scale. Only a national institution of Open Learning System, using new instructional methods, could begin to tackle the masses immense educational needs despite inadequate resources at a truly meaningful scale. Distance learning has many advantages and benefits. One comparatively small institution can serve tens of thousands of students in all parts of the country and the limited resources available can be used to maximum advantage in reaching large numbers of students. These students can get benefit from the best teachers in the country through their contributions to written course materials, to radio and television programmes and online courses. Most schools and colleges function for only five to six hours a day. By opening its study centers in schools and colleges throughout the country, the University extends the use of these buildings in the evenings and even during holidays. The university provides part-time jobs to the teaching staff and other support staff at the Study Centers. Students do not need to give up their jobs. They can continue working, earning their living to support their families and also contributing to the national income.²⁸ Women are the chief beneficiaries who can study at their own homes, particularly where traveling to a school or college is not possible because of cultural constraints and where formal education is a dream for them, only a distance education would be able to server their special needs. Due to wider excess distance education can inculcate effectively the desired change in society. It imparts knowledge, teach skills, replace attitudes and introduce new perspectives.

From its inception, the University was dispensed with enormous tasks and responsibilities. These reflected the magnitude of the problems and with a challenge. The society's needs were very huge and of a multiple nature. In order to meet these aspirations of various groups, the required physical facilities and staff with educational skills and innovative techniques- combined with high managerial ability was needed to be identified and trained.

The university had introduced distance education in Pakistan, and had extended its range and application to the groups of learners in a variety of circumstances. It has not only modified and adopted existing distance-teaching methodologies, but, at the same time, has enlarged the very concept of an open university itself. It has provided democratized education opening opportunities to all as was declared that the University:

“...is entrusted with the task of serving the whole country and all categories of people.... Its clientele are the masses. It rejects the elitist view that only a small selected class of people can benefit from higher education..... that for any real learning to take place people have to be secluded behind walls of educational institutions and pursue a rigidly structured curriculum”.²⁹

The main thrust of the University's activities has been towards devising and developing a variety of instructional methods. Today, it can be truly said that it is a multi-media teaching institution. A student can have continuous guidance through correspondence, personal visits or group activities/discussion during the tutorials.³⁰ The tutorials are arranged at a Study Centre established in institutions of formal education, or in Regional Offices.³¹ The university has been offering

courses from literacy to PhD level. It has attracted millions of students who find that distance education meets their needs in a number of ways. The University is becoming a resource centre for other institutions and agencies. The University's physical facilities are used by ministries and non-government organization, for example its studios are used for the production of radio and television programmes.

Renaming of Open University

University's name was changed from People's Open University to AllamaIqbal Open University in 1977 at the eve of the first centenary of the national poet and philosopher, Allama Muhammad Iqbal, through People's Open University (Amendment) Ordinance 1977.³²

Early Period

Building: The University started working in a rented building in Sector G-6/3 and later on in Sector F-7/4, Islamabad. The Institute of Education was situated in a primary school building in Sector F-7/4 and the Institute of Modern Languages was located quite a few miles away in Sector H-9. (The Institute of Modern Languages reverted to its original position with the Quaid-i-Azam University under its previous name i.e. National Institute of Modern Languages (*NIML*) in May 1976).

To avoid the parting of University components over different places of Islamabad the construction of a proper campus was the first priority and needed to be acquired quickly. 82 acres of land were initially allocated by the CDA in Sector H-9 (*where the University is now located*). The construction of the four existing blocks which started in 1975 and was completed in 1977 enabled the University's academic and administrative departments to be shifted to the present campus.³³ During 1977-78 a nation-wide competition was held for the selection of Architects. Messers Progressive Consultants, Lahore were selected through this competition and the work of designing the campus was awarded to them. The construction of University's main buildings comprising the Administrative Blocks, the Academic Blocks, the IET, the Library, mosque, continued simultaneously.

Leadership: Dr. W. M. Zaki took the charge as first formal Vice Chancellor of the Peoples Open University on 25th May, 1974.³⁴ He replaced Professor Abdul Hashim Khan who was the first informal Vice Chancellor designated by the Ministry of Education.³⁵ Dr W M Zaki, being first formal Vice Chancellor of the Peoples Open University remained in his office till 19th July 1976. MrAinuddin joined as first Registrar of the University on deputation till the appointment of MsMuzaffariQurashi on 13th October 1975. Educational staff consisted of 46 academicians including 10 Professors, 13 Associate Professors, 19 Assistant Professors and 12 lecturers during first five years.³⁶ It was felt while conceiving the idea of Open Learning System that because of its operational nature, the number of administrative posts supersedes the academic positions. The management of the University comprised of 17 administrative officers, Registrar with one Assistant, one Auditor, one Project Director and a secretary to Vice Chancellor.³⁷

Conclusion

AIOU has been increasing its efforts to create a knowledge-based society in Pakistan. It has been transformed into a unique asset to provide mass education with quality. The credit surely goes to the respondents for their incredible input in making AIOU a mega institution of learning. When established, it was just an innovative idea but with the passage of time, the efforts of stakeholders has made it the most popular and accessible institution of learning in Pakistan. When we look back, it seems, a humble opening but after four decades, it succeeded its access at door steps of millions of students, who have led the university to achieve MegaStatus.

* Professor Dr Samina Awan, currently Chairperson Department of History, Allama Iqbal Open University, Islamabad.

¹ *The Education Policy 1972-1980*, Section 7-10. Ministry of Education, Government of Pakistan, March 1972, p. 21.

² *The Education Policy*, 1972-1980, section 7-10. Ministry of Education, Government of Pakistan, March 1972, p. 22.

³ For details on world open universities see:
http://wikieducator.org/Handbook_of_Open_Universities.

⁴ *Allama Iqbal Open University Act of Parliament 1974, No. XXXIX*, Published in the gazette of Pakistan Extraordinary. 25th May, 1974, p. 3.

⁵ 'The Peoples Open University Bill, 1974' *The Gazette of Pakistan, Extraordinary*, Islamabad, Monday, March 25, 1974, 407-427. The Bill was referred to the Standing Committee for discussion/amendments and the Report of Standing Committee was presented in the National Assembly of Pakistan on 1st April 1974 in its second session, *The National Assembly of Pakistan (Legislature) Debates, Official Report*, 2nd session, Vol. II, Nos. 6, Monday, the 1st April, 1974.

⁶ 'The Peoples Open University Bill, 1974' *The National Assembly of Pakistan (Legislature) Debates, Official Report*, 2nd session, Vol. II, Nos. 7, Tuesday, the 2nd April, 1974, 383.

⁷ 'The Peoples Open University Bill, 1974' *The National Assembly of Pakistan (Legislature) Debates, Official Report*, 2nd session, Vol. II, Nos. 7, Tuesday, the 2nd April, 1974, 384.

⁸ 'The Peoples Open University Bill, 1974' *The National Assembly of Pakistan (Legislature) Debates, Official Report*, 2nd session, Vol. II, Nos. 7, Tuesday, the 2nd April, 1974, 386.

⁹ 'The Peoples Open University Bill, 1974' *The National Assembly of Pakistan (Legislature) Debates, Official Report*, 2nd session, Vol. II, Nos. 7, Tuesday, the 2nd April, 1974, 390.

¹⁰ 'The Peoples Open University Bill, 1974' *The National Assembly of Pakistan (Legislature) Debates, Official Report*, 2nd session, Vol. II, Nos. 7, Tuesday, the 2nd April, 1974, 388.

¹¹ 'The Peoples Open University Bill, 1974' *The National Assembly of Pakistan (Legislature) Debates, Official Report*, 2nd session, Vol. II, Nos. 7, Tuesday, the 2nd April, 1974, 391.

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- ¹² ‘The Peoples Open University Bill, 1974’ *The National Assembly of Pakistan (Legislature) Debates, Official Report*, 2nd session, Vol. II, Nos. 8, Wednesday day, the 3rd April, 1974, 442-443.
- ¹³ ‘The Peoples Open University Bill, 1974’ *The National Assembly of Pakistan (Legislature) Debates, Official Report*, 2nd session, Vol. II, Nos. 7, Tuesday, the 2nd April, 1974, 395.
- ¹⁴ ‘The Peoples Open University Bill, 1974’ *The National Assembly of Pakistan (Legislature) Debates, Official Report*, 2nd session, Vol. II, Nos. 7, Tuesday, the 2nd April, 1974, 396.
- ¹⁵ ‘The Peoples Open University Bill, 1974’ *The National Assembly of Pakistan (Legislature) Debates, Official Report*, 2nd session, Vol. II, Nos. 7, Tuesday, the 2nd April, 1974, 400-401.
- ¹⁶ O Peters, *Der Fernunterricht*, 7 cited in Muhammad Rashid, *System of Distance Education* (Islamabad: AIOU, 1999), 5.
- ¹⁷ M.G. Moore, *Cognitive Style and Telemathic (distance) Teaching*, 7 cited in Rashid, *System of Distance Education*, 4.
- ¹⁸ Muhammad Rashid, *Distance Education: Concepts and Methods*. 2nded (Islamabad: National Book Foundation, 1998), 7.
- ¹⁹ Janet Jenkins & B.N.Koul, *Distance Education: A Review*, 2 cited in Rashid, *System of Distance Education*, 35-37.
- ²⁰ Muhammad Rashid, *Distance Education: Concepts and Methods*, second edition, Islamabad: NBF, 1998, pp.57-73.
- ²¹ Professor Ghafoor Ahmad in his speech (Urdu) on the Bill, The Peoples Open University Bill, 1974’ *The National Assembly of Pakistan (Legislature) Debates, Official Report*, 2nd session, Vol. II, Nos. 7, Tuesday y, the 2nd April, 1974, p. 388.
- ²² Chaudhry Mumtaz Ahmad in his speech (Urdu) on Bill, The Peoples Open University Bill, 1974’ *The National Assembly of Pakistan (Legislature) Debates, Official Report*, 2nd session, Vol. II, Nos. 7, Tuesday y, the 2nd April, 1974, p. 396.
- ²³ Mr. Hakim Ali Zardari in his speech (Urdu) on Bill, The Peoples Open University Bill, 1974’ *The National Assembly of Pakistan (Legislature) Debates, Official Report*, 2nd session, Vol. II, Nos. 7, Tuesday y, the 2nd April, 1974, p. 400.
- ²⁴ Mr. Abdul Hafeez Pirzada while introducing this Bill, The Peoples Open University Bill, 1974’ *The National Assembly of Pakistan (Legislature) Debates, Official Report*, 2nd session, Vol. II, Nos. 7, Tuesday y, the 2nd April, 1974, p. 384. See *Allama Iqbal Open University Act of Parliament 1974, No. XXXIX*, Published in the Gazette of Pakistan Extraordinary. 25th May, 197, 4-(t), p. 4.
- ²⁵ *Act of Parliament 1974 as Open University Act No. XXXIX*, p. 4.
- ²⁶ *Act of Parliament 1974 as Open University Act No. XXXIX*, p. 4.
- ²⁷ Javaid Iqbal Syed, *Allama Iqbal Open University: A System View*. Islamabad: AIOU, p. 3.
- ²⁸ Maulana Abdul Hakeem in his speech (Urdu) on Open University Bill 1974, *The National Assembly of Pakistan (Legislature) Debates, Official Report*, 2nd session, Vol. II, Nos. 7, Tuesday, the 2nd April, 1974, p. 394.
- ²⁹ W M Zaki. ‘*Education of the People*’ *The People’s Open University*, Islamabad, 1975.
- ³⁰ *Allama Iqbal Open University Act of Parliament 1974, No. XXXIX*, Published in the Gazette of Pakistan Extraordinary. 25th May, 197, 4-(w), p. 5.

³¹ *Five Year Report 1974-1979*-Allama Iqbal Open University, Islamabad, p.2

³² The President of Pakistan Mr. FazlElahiChaudhry signed on the amendment Ordinance on 9th November 1977. *Act of Parliament Amendment Ordinance 1977 , No. XLIII-A, Amendment Ordinance 1980, and Ordinance No.VIII (Second Amendment Ordinance), 1981.*

³³ *Five Year Report 1974-1979*-Allama Iqbal Open University,, Islamabad, p. 14.

³⁴ Ministry of Education Notification No. F.3-2/74 Admn, dated 29th March 1974.

³⁵ After relinquishing charge of Open University he was appointed as Member of University Grants Commission by Ministry of Education through Notification no F.3-2/74 Admn, dated 29th March 1974.

³⁶ *Five Year Report, 1974-1979*, AllamaIqbal Open University, Islamabad, 1979, p. 50.

³⁷ *Five Year Report 1974-1979*, AllamaIqbal Open University, Islamabad, 1979, pp. 50-1.