

**TV AS A MEDIUM OF DISTANCE EDUCATION: A
CASE STUDY OF AIOU EDUCATIONAL
TELEVISION**



NAZAR MUHAMMAD
(198-FSS/MSMC/F13)

**DEPARTMENT OF MEDIA AND
COMMUNICATION STUDIES
FACULTY OF SOCIAL SCIENCES
INTERNATIONAL ISLAMIC UNIVERSITY
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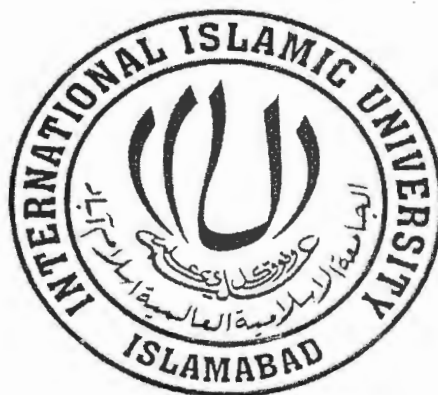
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By

Researcher:

NAZAR MUHAMMAD

Supervisor:

Dr. Zafar Iqbal

Reg. 198-FSS/MSMC/F13

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**DEPARTMENT OF MEDIA AND
COMMUNICATION STUDIES
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FORWARDING SHEET

This thesis entitled, "TV AS A MEDIUM OF DISTANCE EDUCATION: A CASE STUDY OF AIOU EDUCATIONAL TELEVISION" submitted by Nazar Muhammad in partial fulfillment of MS in Media and Communication Studies has been completed under my guidance and supervision. I am satisfied with the quality of student's research work and allow him to submit this thesis for further process as per rules and regulations.

Date: -----

Signature: -----

Name: Dr. Zafar Iqbal

TV AS A MEDIUM OF DISTANCE EDUCATION: A CASE STUDY OF AIOU EDUCATIONAL TELEVISION

By

NAZAR MUHAMMAD

Reg. 198-FSS/MSMC/F13

Accepted by the Department of Media and Communication Studies, Faculty of Social Sciences, International Islamic University, Islamabad, as partial fulfillment of the requirements of the degree of MS in Media and Communication Studies.

Supervisor: _____
Dr. Zafar Iqbal

Internal Examiner: _____

External Examiner: _____

Date: _____

Chairman,
Department of Media & Communication Studies,
International Islamic University,
Islamabad

Dean,
Faculty of Social Sciences,
International Islamic University,
Islamabad

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I am highly thankful to my parents who always guided and encouraged me to complete my education.

NAZAR MUHAMMAD

MS STUDENT

DEDICATED

TO

**MY PARENTS, TEACHERS AND BROTHER,
MUHAMMAD JUMAN**

TV AS A MEDIUM OF DISTANCE EDUCATION: A CASE STUDY OF AIOU EDUCATIONAL TELEVISION

Abstract:

This is a universal truth that TV performs a vial role in promoting distance education. The study has been conducted to find out the role of AIOU TV in promoting distance education at national level. The objectives of the study are i) role of AIOU broadcast TV as a medium of distance education, ii) access of concerned audiences to AIOU educational broadcast, iii) problem in the use of AIOU broadcast TV and iv) how much interest students of AIOU students show towards AIOU broadcast TV. The study is significant for the faculty members as well as students of Department of Mass Communication. The study is beneficial for the policy makers and curriculum developers. The study is important for the media professionals and NGOs working on distance education. Survey method has been used to meet the objectives of the study. Questionnaire has been used as a tool of research. Population of the study is media producers, faculty members and students of Department of Mass Communication and Distance Education Department of AIOU. Data has been collected through personal visits. Percentage and mean score has been used in the analysis of the data.

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CHAPTER 1

INTRODUCTION

Long ago, there was a time of newspapers and printing press only. Press used to give Information and entertainment (Infotainment). Newspapers have been considered as the voice of societies. Newspapers had an easy access to elite and governing class. Therefore material published in newspapers has been eyed as of great importance. After the Press, Radio, TV and social media respectively have come. Radio had more impact than print/press on society because of many qualities such as cheaper price, audio and handy qualities. Most importantly, live voice could be listened. Therefore, it was liked and used by even completely illiterate persons. TV reached to masses and lessened the popularity, importance and influence of the newspaper and radio both. TV from its very start helped developing countries and societies to influence the influentials of the countries. It played the role of agenda settings (L.Palmer). TV proved to be the least expensive to bring people closer and to clean dirty clothes publicly. TV is also an educator of the society. Popularity and fame comes through TV have a large scale (Piddock, 2011). Due to audio-visual capabilities, TV surpassed all the previous media such as Print and Radio. TV's childhood was black and white but after half a century it had colour view. Like Radio, TV has the ability to reach audiences recorded and as live programmes. TV has the great contribution in infotainment and education. Now a person can get the information about world sitting in front of a screen. Now because of TV, it is very easy for a person living in dense forests of Africa or deserts of Asia to know about other parts of the world. Media's reach is not limited to surface of the earth but it have explored what is inside earth, oceans or in the space. Nowadays space has

been dealt by a complete separate channel, geography is dealt by a complete geographical channels, education is dealt by complete education channels, infotainment by complete infotainment channels and so on. TV has more impact than other media. Today world is known as 'Global village' because media have eliminated and lessened the distance in communication among the peoples of the globe. Media can play a very constructive role in a society. A single picture is more effective than 1000 words, moving picture would be more effective than thousand words. Therefore, it has more potential than other media in bringing change in the society.

It is obvious education brings change to society. Better socio-economic condition is only the result of better education. Education can shape desirable society in every culture. Keeping the importance of education on preference, many countries are working on the education for development. Therefore, TV has been used for this purpose. And a time came when the importance of television as an educational tool has been accepted in the education of early childhood (Wood, 2003). A stage came when it was felt that TV should be used in classrooms. After using TV in classrooms teachers presented the report that student show better performance and give more output in education when TV is used in classrooms and masses too have the perception today that education broadcasted from TV give fresh knowledge that is hardly found in books (Yang, 2009).

TV played very important role in education by providing masses the system of distance education. Distance education system caters the educational needs of people who are from far flung areas that have no or rare educational institutes, who are poor and can not afford universities or colleges and people who can't continue full time study due to their work. In these circumstances, TV gets widespread popularity and demand for playing role for

entertainment and education all over the world increases. Nowadays for achieving scientific and technological advancement, countries are not relying only on formal education but using non-formal methods of education. For that they are using TV mostly. These successful stories of TV in promotion of education in the best way has caused today TV to become an integral part of the entire education process (Xureb, 2006). Unfortunately, Pakistan since its creation has rarely tried to have better and uniform education to eliminate socio-political problems. Pakistan has diverse social, economic and geographical conditions. Therefore the role of education is very important not only to improve social and economic but to unite the diversified people.

PTV and PBC started their services in 1960. Agriculture and school broadcast programmes were the start of distance education in Pakistan. Distance education were made part and parcel in 1974 when AIOU came into existence. Authorities responsible for this giving non-formal education importance envisaged National Educational Policy 1992. It was envisaged in the policy:

1. Education of females will be promoted.
2. Distance education colleges will be opened in provinces.
3. A set up of an institution of educational technology will be ensured for preparing and producing educational materials for television channels.

TV has given the considerable time to education in many countries. TV's success in education has negated the idea that TV is only for entertainment. In education, TV is used for formal, non-formal and in-formal education. In Pakistan, there are two universities which are having TV programs; Virtual University Islamabad and Allama Iqbal Open University,

Islamabad. Virtual University has its own TV channel but AIOU broadcasts its programs from PTV-2. AIOU was established under an act of parliament in 1974 as a pioneer in non-formal and distance education in Pakistan. It was then the world's second Open University; the first such university was established in the UK in 1969. This university addressed distance education from its very first day. In Pakistan females, people of rural and far flung areas and people who didn't want to be full-time student started taking advantage of the university due to distance education system. In this university, the period for completing their certificates and degrees is linked with students' own convenience and potential. The AIOU utilizes all possible media for instruction such as correspondence materials, Radio and TV, satellite transmission, online teaching, non-broadcast media, tutorial instruction and group training workshops and more. As far as AIOU broadcast TV is concerned, it has produced so far almost four hundred programs on science, technical and vocational subjects .

A good number of studies have been conducted to explore the effectiveness of AIOU distance learning . Such as ' Education for anyone, anytime and anywhere: open and distance learning in Pakistan' by Wardah Zakir and Nashia Ajaz (2007). The study concludes distance learning in Pakistan a great opportunity that is very fruitful for learners. Problem faced by students in using ETV for distance education has been discussed by Nasreen akhtar (2010) in a research paper named ' Evaluation of Educational Television Programs for Distance Learning'. In the paper lack of ETV's timetable for educational programs has been found out. That non-availibility of time-table has caused a lot of trouble for students.

Role of AIOU broadcast TV has been discussed by Syed Abdul Siraj with many other objectives such as effectiveness etc. He explores AIOU broadcast TV is doing good work

but students have a little interest for the programs therefore their exposure of students to AIOU TV programs is very low .

1.1 Statement of the Problem

TV is a good medium of instruction in distance education. AIOU employs TV as a medium of instruction. AIOU in Pakistan provides distance education programmes Matric to PhD. TV is used as secondary medium of instruction by AIOU. Primary one is books and assignments. This study investigates impacts of TV on the students, problems faced by the students and how it can be improved.

1.2 Objectives of the Study

Objectives of this reseach are :

1. to analyse the usefulness of AIOU TV broadcast
2. to explore effectiveness of AIOU TV broadcast
3. to determine access of concerned audiences to AIOU educational broadcast
4. to find out the problems faced by the students in the use of AIOU broadcast TV

1.3 Research Questions

1. How much useful is AIOU TV broadcast for distance education?
2. How much effective is AIOU TV broadcast for target audiences?
3. What is access level of AIOU TV broadcast by the concerned audiences?
4. What are the problems faced by AIOU students in using TV broadcasts?

1.4 Significance of the study

This study highlights the importance of TV for educational purposes. This study is beneficial for the authorities of the AIOU and teachers of AIOU. The study is significant for the students and researchers. The study promotes the awareness about the role of AIOU TV in distance education. The study is important to refine the teaching learning process of AIOU TV keeping in view the findings and conclusion. The study highlights the importance of distance education. The study is important for the other educational institutions to establish TV to promote distance education.

1.5 Delimitation of the Study

The student will be delimited to :

1. Students enrolled in M.Sc in Department of Mass Communication at AIOU.
2. Students enrolled in MA Distance Education at AIOU.
3. Faculty members of Department of Mass communication and Distance Education Department at AIOU.
4. Producers of IET, AIOU.

CHAPTER 2

LITERATURE REVIEW

This chapter deals with review of literature that is done under the following headings:

1. History of TV
2. Utility of Television
3. History of educational media
4. Evaluation of TV
5. TV in Pakistan
6. Introduction and concept of distance education
 - 6.1. Background of the distance education in Pakistan
 - 6.1.1. Establishment of Allama Iqbal Open University (AIOU)
 - 6.1.2. System of Teaching
 - 6.1.3. Regional Network(s)
 - 6.1.4. Faculties and Departments
 - 6.1.5. Establishment of IET (Institute of Educational Technology)
 - 6.3. Future of Distance Education
7. Advantages of distance education
8. How much TV makes distance education effective?

2. 1. History of TV

Before TV, press was playing the role of entertainment, information and education. Print media was very effective. It was the mouth piece of the society. Whenever society wanted to make reach to its elites, it took the help of the print media. With the passage of time,

development of science was giving societies more developed tools than previous ones. Same was happening in the field of media also. Press was being replaced by radio and importance and popularity of press among people decreased due to radio.

A time came when more advanced technology of media came to. This technology was Television (TV). TV has passed many stages; from just stagnant pictorial stage to moving black and white pictures. Then to colourful ones etc.

Motion Picture was developed in 1884. TV was invented by J.L Bared in 1926. "Talkies" (Film) led the usage of film in the field of education during the World War 11. In this way, with the invention of TV, new techniques for education came (Moss, R. 1983 and Perraton, H 1982). Popularity of TV increased and it has been used for education purposes by not only developed and industrialized countries but by underdeveloped also. TV is also meeting the educational problems of today such as the shortage of educational institutes, problem of shortage of teachers, buildings, and other necessary equipments. Television has solved the problem of people of far-flung areas from educational institutions (Rashid ,M.1998).

2.2 . Utility of TV

Mass media are open to all masses. It is advantageous to general public. Entertainment and information has been displayed by the media. Television didn't limited itself to general information and entertainment. In aspect of information, TV at later stage, gave a good coverage to education. Moreover, TV has assumed the role of complete teacher. Usage of TV is now supplementary and it is a remedy. Earlier, it was not used as a complete medium of teaching but now situation is different, it has become integral part of education. In this way,

it is helping in literacy campaigns and this is the ultimate help in eliminating social inequalities (Verkataiah, 1996, 6, p.9).

2.3 . History of educational TV

Educationally, TV was first used in world war 2. Educational material was being on aired through films. TV was used in all aspect before but for the educational purposes it was the start of TV. With the invention of TV, new media for educational technology grew up (Moss, R. 1983 & Perraton, H.1982).

Television as a medium of education, has solved the problem of over-crowdedness in a lecture of a competent teacher. Now due to educational TV, they (Competent teacher) are in the reach of students. For educational aims, Television is being used as open circuit and close circuit. Technically in open circuit system, it permits viewers other than the particular institution to benefit from the instruction. In closed circuit system presentation is kept within a closed circuit of institution. Live TV programs are presented also. Video cassettes can be used many a times. Repeatability and slowing of a lesson can be done. TV programmes can be recorded on video cassettes (Khuwaja, A.1997).

In United Kingdom, all TV channels have specific time for promoting distance education. Open university and BBC are continuously producing educational programs to enhance distance education. These programs cover all levels of education. In India, “ Door Darshan” has a significant role in educational transmissions (Khawaja, A.1997). In Singapore, Education Television Services have a vital role in education transmissions from lower secondary level to high level programs. In 1997, central broadcasting and Television

university was launched in China which are continuously transmitting programs on education (Rashid, 1999). Before the advent of TV, print technology and postal service was used by tutors in distance education that was named as correspondence education. Till 20th century universities of USA, Germany, UK and Sweden were offering correspondence education (Young et. al, 1980).

2.4 .Evaluation of TV

With the passage of time TV programmes were thought to be planned in better way to make more effective. There was a lot of things to be done for all areas of TV programmes particularly educational programmes.

Interestingly, for educational goals, till 1950s and 1960s, television production technology was limited to studios and lives broadcasting and persons who were presenting a program were not so captivating. That trend ended in 1970s, master teachers were presented to TV and children were taken to the outside (Cambre, 1991).

According to Hancock, A. (1977), "A major problem for managers and producers of educational media is that they have no direct knowledge how their material actually is used in schools or homes". Therefore continuous review is needed to see effectiveness of the design of media and watch is it doing right things or not?

2.5. Television in Pakistan

TV was introduced in Pakistan in 1964 as PTV (Pakistan Television) for educational purposes but unfortunately education was given lesser priority. After sometime ETV was

launched for educational programs. A very famous literary program "Naya Din" was on aired with a few other programs on education (Khuwaja, A.1997).

According to Talat Naved Ali Khan (2005), "PTV has been cooperating and transmitting AIOU based programs from 1974-1984. Since 1984 AIOU has been producing its television programs in its own studios, which go on-air through PTV transmitters. Now the educational channel PTV-2 supposed to cater the learning needs of the society including students, farmers, skilled and semi-skilled workers".

2.6. Introduction and concept of distance education

Distance education is offered throughout the world covering all courses and programmes almost. In modern times, distance education has become more important due to many aspects such as students' inability to attend class due to remoteness from the institutions, poverty, old-age problem, job problem. Due to facilitation in above areas by distance education, it has become the most important. To, further, understand the concept of distance education, we study some definitions presented by some authors on distance education:

"Distance Education covers various forms of teaching and learning at the all levels of education which are not in continuity. Instantaneous supervision by teachers with students in lecture rooms or on the same grounds but which yet promote from the planning, supervision and tuton of the staff of tutorial organization. Main characters are that it dependents on non-adjoining" (Holmberg, 1990, p.1). "All these teaching methods in which, because of the physical separetness of the learners and teachers, the interactive as well as pre-

active, phase of teaching is conducted through print, electronic and mechanic devices.”
(Torestan Husen, 1994, p.1557).

Rashid, M. (1999) presented a analysis of number of definitions and produced a explanatory definitions consisting of seven elements as following:

1. Seperation of teacher and learner throughout the process of learning.
2. In the planning and preparation of learning material, educational organization is used.
3. For the combination of teacher and learner and to carry the content of the course technical medium like : Audio video, Print , or computer.
4. The stipulation of two way communication is there and this makes distinction at other utilization of technology in education.
5. The people are in common taught individually and not in groups with the option of irregular meetings.
6. The existence of more industrialized feature than in conformist oral education.
7. The privatization of organizational learning.

The important feature Keegan’s definition is that it indicates characteristics of distance education in the form of communication and the importance of technical media.(Rumble & Kegan, quoted by Rashid 1999,p.10).

It is the process structured by educators and responsibility is taken by student for their learning. More distance between the teacher and student is the result of more structured teaching method. When student take more interest in learning less distance is introduced. Distance is not only geographic distance but it can be the distance of understanding that can be under one roof (Peter, O.1998).

When students and teachers are geographically far away from each other, to eliminate their communication gap technology is used. Students and teachers decide what should be their technology to overcome this gap of communication (Peter, O.1998).

2.7. Background of the distance education in Pakistan

Formal system of Distance Education in Pakistan had been introduced by AIOU later. Before AIOU, Pakistan Television Corporation and Pakistan Broadcasting Corporation started distance education. General educational programmes were started by both. Aim(s) of those programmes were to provide an education and general awareness to different segment of population in 1960s. The radio during school hours gained popularity for its educational programmes. Teachers caused students to listened radio in their presence and discussion were used to be held on lesson(s) in classes. That system could not make any headway before the education policy of 1972-80 (Siddique, Shaukat Ali, 1984, p. 89).

2.8. Establishment of AIOU

People Open University was established in 1974 according to the Education Policy (1972, p.22). The Education Policy says:

Open universities are established in various countries to enhance education and teaching to those individuals who can not attend universities regularly and jobs for full time studies. The main objective of establishing People's Open University is to facilitate the people in getting part-time education. The university will ensure the provision of facilities in the educational fields and promote rural development and community education.

Name of the university was changed to Allama Iqbal university in 1977. Main objectives are enumerated as under:

1. To facilitate people who cannot leave their homes and to those who cannot find jobs.
2. To facilitate people for the uplift of education.
3. To facilitate training of teachers.
4. Provision of instruction and research methods for the advancement and dissemination of knowledge.
5. Conducting examination, awarding and conferring degrees, diplomas, certificates, and other academic distinctions (Allana, G.A.1985, p.3).

2.9. System of teaching in AIOU

AIOU due to its distance education system depends on media to access effectively its students. Multimedia packages of AIOU are following:

1. Text Books and study guides.
2. Broadcasting TV and Radio.
3. Satellite Transmission; PTV-2 , which is watched in more than 45 countries.
4. Non- Broadcast Media : Including slides, audio-cassates, fillip charts, leaflets and audio-video cassates.
5. Tutorial Instruction.
6. Face-to-face teaching.
7. Workshops and group training.
8. Internship Programms for many courses such B.B.A., M.B.A., Mass Communication S etc.
9. Assignments along course(s).
10. Final examination is held at the end of each semester (R and EC, 1999, p. 4).

2.10. Regional Network

AIOU has more than 40 regional campuses/offices/centres. More than 14,000 study centres are established during a year. Every student is assigned a tutor who is a subject specialist. Almost 20,000 tutors are appointed in both the semesters and students can meet those tutors of them (Asghar, M. 1999. p.5).

2.11. Faculties and Departments

A wide range of subjects and degree programmes from Matric to Doctorate are offered by AIOU. Basic functional courses for illiterates and semi-literates are also offered. AIOU caters needs of all age group people and level of education. Due to this, AIOU has earned much popularity.

2.12. Establishment of IET (Institute of Educational Technology)

IET (Institute of Educational Technology) was established in 1974 along with the establishment of the university. Motto of the institution was the “ Education for All”. It supports and promotes distance learning. Audio-video material produced by IET is transmitted on the PTV-2. Non-broadcasting media is used for small group institution and individual study. Educational channel of PTV has started functioning from November 1992. IET is contributing daily educational programmes through this channel.

To view the performance of the IET below table shows the number of programmes by Radio and TV in IET in three years (2009-2013):

TV Programmes	Radio Programmes	Non-broadcast video/CD programmes	Non-broadcast audio programmes	Slide sound shows	FM Radio	Audio Cassettes
784	3458	229	834	17	148	70

2.13. Television Programmes from July 2009 to December 2009

1. AIOU Magazine (Produced by Iqtidar Ahmad Asad)	04
2. AIOU Magazine (Produced by Muhammad Tayyab)	05
3. Marketing B.Com (Produced by Muhammad Tayyab)	05
4. Special Education (M.A) (Produced by Abdul Qadir)	02
5. MBA COL Course “ Organizational Behaiour” (Produced by Muneer Malik)	05
6. Iqbaliat (M.A) (Produced by Qasim Haider and Shahzad Raki)	05
7. Economics and Financing of Education (EPM) (Produced by MS Yameena Tamkeen and Muneer Malik)	02
8. Data Base System (Code 3410) (Produced by Mujahid Hussain Nizami)	14
9. AIOU Magazine (Produced by Ghulam Umer)	03

(Haider,Q. 2010. p.23)

2.14. Annual Production Statement of Television Programs from September 2009 to August 2010

Data Processing -1 (Produced by Mujahid Nizami)	10
MBA COL Course “ Business ,Maths and Stats” (Produced by Muneer Malik)	03
MBA COL Course “ Organization Behavior” (Produced by Muneer Malik)	10
MBA COL Course “Strategic Management” (Produced by Muneer Malik)	04
AIOU Magazine (Produced by Muhammad Tayyab)	01
Iqbaliat (B.A) (Produced by Shahzad Ali Raki)	14
Khuwaja Meer Dard (Documentary) (Produced by Iqtidar Ahmad Asad)	01
Marketing B.Com (Produced by Muhammad Tayyab)	09
AIOU Magazine (Produced by Iqtidar Ahmad Asad)	02
Production and operations management MBA COL (Code 5568) (Produced by Muhammad Tayyab)	15
AIOU Magazine (Produced by Shabnam Irshad Ahmad)	02
AIOU Magazine (Produced by Abdul Qadir)	04
Admission’s Advertisement 2010 (Produced by Iffat Ali)	01
Gandhara Civilization-Taxila (Produced by Muhammad Jawad)	01
MBA COL (Produced by Abdul Qadir)	02
AIOU Magazine (Produced by Ghulam Umar)	07
Biology (BS) (Produced by Muhammad Jawad)	12
Special Education (Produced by Abdul Qadir)	01

Umra Draw (18-06-2010) (Produced by Dawood Rizwan)	01
Hearing and Speech : Department of Special Education (Produced by Yameena Tamkeen)	06
Urdu Intermediate (364) (Produced by Dawood Rizwan)	01
Audiology and Audiometry : Department of Special Education (Produced by Yameena Tamkeen)	07
Computer Science programmes (Produced by Dawood Rizwan)	03
Khanabadosh خانہ بدوش (Sociology) A TV Documentary on Normads in Pakistan (Produced by Shabnam Irshad Ahmad)	01
Workshop On Faculty of Science (Produced by Dawood Rizwan)	01
Pakistani Art (Sociology BA) (Produced by Shabnam Irshad Ahmad)	01
Seminar by Faculty of Arabic and Islamic Studies (Produced by Dawood Rizwan)	01
Shah Abdul Latif Bhittai (Documentaries) (Produced by Muhammad Qasim Haider)	03
MBA COL (Olive) (Produced by Muhammad Qasim Haider)	01
Video Program Tutorial Development (Produced by Muhammad Qasim Haider)	01
Project Management (MBA-COL) (Produced by Ghulam Umar)	07

Source: Haider, 2010 . p. 26-27

2.15. Future of distance education

It has become difficult to get formal education due to increase in poverty and population explosion worldwide. On the other hand, Formal education is not fulfilling the demand of masses. Media are filling this gap by providing distance education to the masses.

In this respect, Rashid states that: Formal education sytem shuts its door for the people who can not attend the educational institutions regularly because of of their private matters but distance education promotes the desire of teaching and learning for the these people. Distance education through technologies has ensured the exchange of information in the community and the development of communities has been guaranted. It also makes the provision of information and learning in different aspects in view of international studies and progress in different countires of the world (Rashid, 1993. p.7).

In developing countries adults want to cover deficiencies in their previous education and wish to improve their basic living skill through education. There is population in developing countries that want to be technically more skilled in various fields such as craft trade and industry. There are millions of people in Pakistan who has to terminate their studies, due to economic reasons after completing certain levels of education (Zaki, 1975b, p.63). People usually want to carry out their study/education during job/work/business related to their work to improve their skills. Unfortunately Formal Education system shuts its door(s) on them. Due to this, a way to promotion, progress and self improvement is blocked and, ultimately, a sense of despair and hoplessness is taken place (Zaki, 1975b, p.64). Adedegi (1979, p.25) comments that the normal traditional school system can not cope with the large demand. Neither it is effective nor cheap in price but it is expensive and teaching method is

not used in an efficient way in traditional school. To know the importance and scope of distance education, we, further, emphasise on words of Moore. According to him distance education is being used in advanced countries such as United States, Australia, Spain, France and Portuguese. It is called 'Home Study' or "Independent Study" in USA, "External Study" in Australia, "Tele-enseignement" in France, "Fernstudium" in Spanish speaking countries and "Teleducacao" in Portuguese (Moore M.G. 1975, p.5).

2.16. Advantages of distance education

Perry, W. (1986, p.16), "Distance education offers the possibility of replacing conventional methods because of its theoretical advantages as well as proven practical advantages both to provider and consumer".

In Distance Education system individuals are educated where they live usually. The method is suitable for our society for many reasons because in our society more than 60 per cent of population lives in rural areas. Due to many inefficiencies of our governmental, it has been very difficult for our villagers to attend formal education system. This system of distance education has also been proved very fruitful for working class as it has no time restriction almost (Ghaznavi, 1999, p.1).

There are many advantages of Distance Education

1. Distance Education has been helpful for poor class who is unable to continue regular study.
2. Distance Education doesn't need any formal location.

3. Individuals who attend distance education are usually motivated ones. Skills and operationa abilty is more than formal students who usually believe on degrees.
4. In Distance Education system learning material and teaching methods are open to revision.
5. Admissions in Distance Education programmes is not so strict.
6. It is purposeful learning with the minimum possible cost.
7. General awareness among individuals about mass media is there.
8. Distance Education fulfill needs of specific groups of learners.
(Siddiqui, 1984, p.24)
9. Distance Education is not a barrier to education.
10. Distance Education is easy in access.
11. No time restriction in Distance Education.
12. Medicine and surgery is now a Distance Education course in advanced countries' universities as in British Open University.
13. It is flexible both in terms of methods and techniques.
14. Distance Education is fast and least expensive method of education even educating to much large number of people at same time(Rashid, 1998, pp. 11-13).

2.17. How much TV makes distance education effective?

Investment by US state government in distance education practices and technologies has raised the issue of efficacy of teaching and learning at a distance education as compared to face to face education (Wetzel, C.D.et. al 1994).

Moore, M. (1996) after studying almost 2000 articles On learning and education (Independent Learning, Open Learning ,Adult Education and Distance Education) reaches to conclusion that structure and dialogue factor has played most important role. Why Structure because the instructor has to response to learner. Why dialogue because students could be influence and controlled by instruction. With the miximization of structure, increase in distance occurred and distance is decreased if dialogue is maximized.

Hancock (1977, pp.65-65) highlights benefits as well as limitations of media

- a) Large audience are provided with relevant and interesting educational material.
- b) Rural Population gets more beneficial because rural population has no other source to get information due to their physical bechwardness.
- c) Talent is popularized.
- d) Availibility of audio-visual materials.
- e) Although target audiences of mass media is a low population,yet its message reaches to a huge population.
- f) There are less opportunities for audience participation ,involvement and feedback.

2.18. Theoretical Frame work

Every one of us spends our spare time in watching television; reading magazines and newspapers; and listening radio. The television and the newspaper affect decision processes and perceptions about the world. Although better information and latest news are gathered with the help of electronic media, no one can deny this fact also that mind can be precarious by this extensive knowledge (Ahmed, 2014).

Mass media always considered as a significant mode of communication. Electronic media has passed through a variety of changes and has progressively achieved a new significant and important place in new era. Recent studies show that television has broken all nations' barriers and now reaches to a large number of viewers despite of gender, cultural and socio-economic differences (Strasburger, 2002).

2.18.1. Knowledge Gap Theory

Theorized by Tichenor, Donohue and Olien “studies that “as the mass media information in a society increases, those with higher socioeconomic status acquire this information faster than low socioeconomic status ones” (1970; cited in Eric J. Jenner, 2001). If we see it in Pakistani background, we will be able to know that areas or regions where there is a facility of electricity or TVs, there is a lot of usage TV are getting more advantage regarding education and information, from not only terrestrial channel of ours but from other channels via digital/dish network. Students of AIOU who have facilities of TV, recorded CDs and VCDs, they perform well. There is number of students who are uncertain/undecided in my questionnaire about any activity of TV. As I already discussed in last paragraph of my introduction about a research paper, ‘ Education for anyone, anytime and anywhere: open

and distance learning in Pakistan' by Wardah Zakir and Nashia Ajaz. Researchers conclude distance learning in Pakistan a great opportunity that is very fruitful for learners. But a large number of students of AIOU are without TV due to poverty/insufficient income. With the help of this theory we can also analyse the students' social and economical status, background knowledge and their skills of communication must be analyzed to know whether the mentioned above are causing any barrier to distance education.

(<http://www.ojcmt.net/articles/11/111.pdf>)

2.18.2. Uses and Gratification Theory

People use and enjoy learning more from TV as compared to other media for distance education. It discloses the ability of usage of media in catering needs of audiences. Media users (producers and audiences both) take an active role in the communication process by choosing and using the media Blumer and Katz (1974; <http://www.uky.edu/~drlane/capstone/mass/uses.htm>). Producers and audiences use the media that have more influence upon them. In distance education system currently, the most famous media in aspect of education is the Internet via computers. But we can not deny the importance of TV as well because TV is ahead in the than internet in the areas where there is no facility of internet or little education. As students do not choose these media themselves but they are influenced by these technological devices. Online Journal of Communication and Media Technologies Volume: 1 – Issue: 1 – January – 2011.

218.3. Media Dependency & TV

Students of AIOU due to their poor background, have mostly dependent on AIOU TV for their education. Because a chunk of population among them have never ever gone to attend regular schooling because of various factors. With our research, we knew that a good number of students of AIOU blindly depend upon broadcast TV for their education. On the other hand, there are students who did not give any credit to AIOU broadcast TV in distance education. Also there were students who were completely unknown of AIOU broadcast TV system but most were dependent on AIOU TV for their education. This proves that media dependency for education is very important.

CHAPTER 3

RESEARCH METHOD

According to the nature and demand of the study the researcher has adopted survey method research.

3.1. RESEARCH METHODOLOGY

The study is survey in nature. Questionnaires have been developed to meet the objectives of the study.

3.2. POPULATION OF THE STUDY

Population of the study is students, faculty members and producers of AIOU TV. Population includes students enrolled in MA Media & Communication Department and MA Distance Education at AIOU. Faculty members of Media and Communication Department and Distance Education Department at AIOU.

3.3. Sample of the Study

Sample of the study is 200 students enrolled in M.Sc Department of Mass Communication and students enrolled in MA Distance Education Department at AIOU. 15 faculty members from Department of Mass Communication Media and Distance Education Department of AIOU. 10 Producers of AIOU TV.

3.4. SAMPLING TECHNIQUE

Convenient sampling technique was used in sampling of the study.

3.5. Methods and procedures of the study

Research is defined as the formal, systemic application of the scientific method to study of problems; educational research is the formal, systemic application of scientific method to the

study of the educational problems (Gay, 2005, p.20). This study is descriptive in nature. Surey method was used to meet the objectives of the study.

3.6. Instruments

Questionnaire was used as a tool of research. Questionnaires were developed for students, faculty members and producers of AIOU TV.

3.7. Data Collection

The data was collected by the researcher by visiting AIOU. Confidentiality was ensured to them and the purpose of the study was explained to the students, faculty members and producers of AIOU TV. The questionnaire was five point likert scales (strongly agree, agree, uncertain, disagree and strongly disagree).

3.8. Data Analysis

Percentage and chi-square test was used for the questionnaire.

3.9. TOOL OF DATA COLLECTION

Data is collected through providing questionnaires to the selected population samples.

	Population	Sample Size	Returns	Percentage
Categories				
Producers	10	10	10	100%
Faculty members	15	15	13	86%
Students	200	200	200	100%

3.10. TECHNIQUE FOR DATA ANALYSIS

Researcher has used Statistical Package for the Social Sciences (SPSS) technique for data analysis. SPSS is a computer program used for statistical analysis. It is used for quantitative research. mean score was used in the analysis of the data.

3.11. DATA INTERPRETATION

The analysed data are presented through tables and charts. For the analysis of the data obtained on five point Likert's scale, each category was allotted numerical value from -2 to +2. The response Strongly agree was allotted +2, Agree +1, Undecided 0, Disagree -1 and Strongly Disagree -2. For the calculation of average the numerical values of undecided were excluded

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CHAPTER 4

DATA ANALYSIS

4.1. ANALYSIS OF QUESTIONNAIRE FOR STUDENTS

Table No. 4.1.1

Role of AIOU TV in facilitating the students in learning process

No.	Statement	Level	Frequency	Percentage	Mean Score
1.	AIOU TV Programs are facilitating students in learning process	SA	47	23.5	+ 0.80
		A	109	54	
		UNC	8	4	
		DA	26	13	
		SDA	11	5.5	

Table 4.1.1 shows that 23.5% Students of M.sc Department of Mass Communication and MA Distance Education Strongly Agree with the statement. 54% were Agree. 4% were Uncertain about the statement. 13% Disagree about the statement. 5.5% Strongly Disagree with the statement. +0.80% is the mean score.

TV programs due to their audio-video capability helping students in learning. Some students are not able to get advantage of the facility. There may be many reasons of it. May be, the educational programs of AIOU are not upto their standard, they have no facility to watch programs because of non-availibilty of TV, time management, less interest from students themselves etc.

Table No. 4.1.2

Role of AIOU TV in helping students in preparation of examination

No.	Statement	Level	Frequency	Percentage	Mean Score
2.	AIOU TV programs are helpful in preparation of examination	SA	43	21.5	+ 0.90
		A	125	62.5	
		UNC	3	1.5	
		DA	24	12	
		SDA	5	2.5	

Table 4.1.2 shows that 21.5% Students M.sc Department of Mass Communication and MA Distance Education Strongly Agree with the statement. 62.5% were Agree. 1.5% were Uncertain about the statement. 12% Disagree about the statement. 2.5% Strongly Disagree with the statement. +0.90% is the mean score.

Here, also, majority is agreed that TV programs are helpful in preparation of examination. There are students who are uncertain/undecided about this also. There is a good number of students who disagree that AIOU TV programs are helpful in preparation of examination. Further research is needed to ask them questions in detail why AIOU TV is not helpful in preparation of examination.

Table No. 4.1.3

Improvement of the quality of education through AIOU TV programs

No.	Statement	Level	Frequency	Percentage	Mean Score
3.	Over-all quality of education is improved through AIOU TV programs	SA	67	33.5	+ 0.85
		A	84	42	
		UNC	4	2	
		DA	39	19.5	
		SDA	6	3	

Table 4.1.3 shows that 33.5% Students of M.sc Department of Mass Communication and MA Distance Education Strongly Agree with the statement. 42% were Agree. 2% were Uncertain about the statement. 19.5% Disagree about the statement. 3% Strongly Disagree with the statement. +0.85% is the mean score.

Here majority of the students agreed that over-all quality of education is improved through AIOU TV programs. A few of the students disagreed also. It is to seen and asked further from them why quality of education is not improved through the AIOU TV. They may see fault of production, take lillte interst in teachers/presenters' style of presenter, language of presenter etc.

Table No. 4.1.4

Students' interest in AIOU TV programs

No.	Statement	Level	Frequency	Percentage	Mean Score
4.	Students take interest to AIOU TV programs	SA	53	26.5	+ 0.92
		A	111	55.5	
		UNC	2	1	
		DA	33	16.5	
		SDA	1	0.5	

Table 4.1.4 shows that 26.5% Students of M.sc Department of Mass Communication and MA Distance Education Strongly Agree with the statement. 55.5% were Agree. 1% were Uncertain about the statement. 16.5% Disagree about the statement. 0.5% Strongly Disagree with the statement. +0.90% is the mean score.

Here also majority of students agreed that they take interest in AIOU TV programs. There are few students who take little interest in AIOU programs. It is to be known why they take a little interest as compared to their other fellows.

Table No. 4.1.5

Preparation of AIOU TV programs

No.	Statement	Level	Frequency	Percentage	Mean Score
5.	AIOU TV programs are prepared by the experts of field	SA	59	29.5	+ 1.01
		A	97	48.5	
		UNC	16	8	
		DA	26	13	
		SDA	2	1	

Table 4.1.5 shows that 29.5% Students of M.sc Department of Mass Communication and MA Distance Education Strongly Agree with the statement. 48.5% were Agree. 8% were Uncertain about the statement. 13% Disagree about the statement. 1% Strongly Disagree with the statement. +1.01% is the mean score.

Majority of the students agreed that AIOU TV programs are prepared by experts but a few disagreed. They may consider person(s) who prepare program are less expert. According to the university trend a subject is given to expert of the subject to prepare and present. But in students' opinion program(s) are not prepared by experts. There may a need to make program so attractive and beautiful to draw the attention of all students equally so that they get benefit from those programs.

Table No. 4.1.6

Presentation of AIOU TV programs

No.	Statement	Level	Frequency	Percentage	Mean Score
6.	AIOU TV programs are presented by the experts of field	SA	27	13.5	+ 0.95
		A	142	71	
		UNC	14	7	
		DA	15	7.5	
		SDA	2	1	

Table 4.1.6 shows that 13.5% Students of M.sc Department of Mass Communication and MA Distance Education Strongly Agree with the statement. 71% were Agree. 7% were Uncertain about the statement. 7.5% Disagree about the statement. 1% Strongly Disagree with the statement. +0.95% is the mean score.

Majority of the students agreed on the statement. A few disagreed that AIOU TV programs are presented by experts of field. It is to be further researched to know fact. It may be personal view of those disagreed ones or it can be fact.

Table No. 4.1.7

Utilization of AIOU TV programs by the students

No.	Statement	Level	Frequency	Percentage	Mean Score
7.	A sufficient percentage of students utilize TV programs for learning	SA	18	9	+ 0.53
		A	122	61	
		UNC	9	4.5	
		DA	45	22.5	
		SDA	6	3	

Table 4.1.7 shows that 9% Students of M.sc Department of Mass Communication and MA Distance Education Strongly Agree with the statement. 61% were Agree. 4.5% were Uncertain about the statement. 22.5% Disagree about the statement. 3% Strongly Disagree with the statement. +0.53% is the mean score.

Same here, the most of the students agreed on the statementt that they are utilizing these programs effectively for their learning. On the other hand, a good number of students disagreed. Reasons of their disagreement can be various. They may not satisfy from the quality of the programs, they have non-availibility of TV, no time to sit infront of screen etc.

Table No. 4.1.8

Role of AIOU TV in facilitating the tutors in guiding the students

No.	Statement	Level	Frequency	Percentage	Mean Score
8.	AIOU TV programs are facilitating the tutors in guiding students	SA	39	19.5	+ 0.83
		A	116	58	
		UNC	10	5	
		DA	34	17	
		SDA	1	0.5	

Table 4.1.8 shows that 29.5% Students of M.sc Department of Mass Communication and MA Distance Education Strongly Agree with the statement. 58% were Agree. 5% were Uncertain about the statement. 17% Disagree about the statement. 0.5% Strongly Disagree with the statement. +0.83% is the mean score.

Most of the students consider AIOU TV programs as facilitating ones for tutors to guide students but some of them consider these programs are not facilitating tutors to guide them. Tutors must be asked whether programs of AIOU TV are facilitating them to guide students or not.

Table No. 4.1.9

Inclusion of Audio-Visual Aids in AIOU TV programs

No.	Statement	Level	Frequency	Percentage	Mean Score
9.	Audio-Visual aids are included in AIOU TV programs to facilitate students	SA	58	29	+ 1.15
		A	112	65.5	
		UNC	8	3.5	
		DA	18	9	
		SDA	4	2	

Table 4.1.9 shows that 29% Students of M.sc Department of Mass Communication and MA Distance Education Strongly Agree with the statement. 65.5% were Agree. 3.5% were Uncertain about the statement. 9% Disagree about the statement. 2% Strongly Disagree with the statement. +1.15% is the mean score.

Majority of the students were agreed that audio-visual aids are included in AIOU TV programs to facilitate students while a few disagreed.

Table No. 4.1.10

Summarization of lessons in AIOU TV programs

No.	Statement	Level	Frequency	Percentage	Mean Score
10.	Summaries are given at the end of the lecture by AIOU broadcast TV	SA	64	32	+ 1.02
		A	98	49	
		UNC	9	4.5	
		DA	26	13	
		SDA	3	1.5	

Table 4.1.10 shows that 32% Students of M.sc Department of Mass Communication and MA Distance Education Strongly Agree with the statement. 49% were Agree. 4.5% were Uncertain about the statement. 13% Disagree about the statement. 1.5% Strongly Disagree with the statement. +1.02% is the mean score.

Majority of the students agreed that summaries are given at the end of every lecture by AIOU broadcast TV. A few disagreed the statement. May be they have not been able to judge the summarization of lecture or they are not satisfied with the summaries.

Table No. 4.1.11

Use of appropriate language in AIOU TV programs

No.	Statement	Level	Frequency	Percentage	Mean Score
11.	The presenters use language appropriate to the grade level of students	SA	88	44	+ 1.33
		A	96	48	
		UNC	5	2.5	
		DA	9	4.5	
		SDA	2	1	

Table 4.1.11 shows that 44% Students of M.sc Department of Mass Communication and MA Distance Education Strongly Agree with the statement. 48% were Agree. 2.5% were Uncertain about the statement. 4.5% Disagree about the statement. 1% Strongly Disagree with the Statement. +1.33% is the mean score.

Majority of students agreed that language used through AIOU TV's educational programs is appropriate. Little number of students disagreed the statement. It may be possible that those who are disagreed with the statement belong to non-urdu educational background.

Table No. 4.1.12

Nature of AIOU TV programs

No.	Statement	Level	Frequency	Percentage	Mean Score
12.	AIOU TV programs are friendly to students	SA	64	32	+ 0.97
		A	95	47.5	
		UNC	7	3.5	
		DA	33	16.5	
		SDA	1	0.5	

Table 4.1.12 shows that 32% Students of M.sc Department of Mass Communication and MA Distance Education Strongly Agree with the statement. 47.5% were Agree. 3.5% were Uncertain about the statement. 16.5% Disagree about the statement. 0.5% Strongly Disagree with the statement. +0.97% is the mean score.

Majority of students consider AIOU TV programs student-friendly. In same way, there are a few who are disagreed with the statement. They may face some problems while using TV programs of AIOU. Those problems can be of various kind. Such as time management problem, language problem, summarization of a lecture problem etc.

Table No. 4.1.13

Time duration of AIOU TV

No.	Statement	Level	Frequency	Percentage	Mean Score
13.	Time duration of AIOU TV is sufficient for students	SA	12	6	- 0.89
		A	28	14	
		UNC	5	2.5	
		DA	84	42	
		SDA	71	35.5	

Table 4.1.13 shows that 6% Students of M.sc Department of Mass Communication and MA Distance Education Strongly Agree with the statement. 14% media were Agree. 2.5% were Uncertain about the statement. 42% Disagree about the statement. 35.5% Strongly Disagree with the statement. -0.89% is the mean score.

Here majority of the students disagreed that time duration of AIOU TV is sufficient for students. There are lengthy and short chapters both, unfortunately time duration to present those lengthy and short chapters is same. This creates a problem for students.

Table No. 4.1.14

Quality of AIOU TV programs as compared to the study guides of AIOU

No.	Statement	Level	Frequency	Percentage	Mean Score
14.	AIOU TV programs are better than the study guides	SA	74	37	+ 1.09
		A	92	46	
		UNC	8	4	
		DA	22	11	
		SDA	4	2	

Table 4.1.14 shows that 37% Students of M.sc Department of Mass Communication and MA Distance Education Strongly Agree with the statement. 46% were Agree. 4% were Uncertain about the statement. 11% Disagree about the statement. 2% Strongly Disagree with the statement. +1.09% is the mean score.

Students' majority accept it that the educational programs of AIOU are better than study guides. A few students here also disagreed the statement. They may consider written material more interested than audio-visual one.

Table No. 4.1.15

Quality of AIOU TV programs as compared to the radio programs of AIOU

No.	Statement	Level	Frequency	Percentage	Mean Score
15.	AIOU TV programs are better than the radio programs	SA	60	30	+0.99
		A	108	54	
		UNC	4	2	
		DA	22	11	
		SDA	6	3	

Table 4.1.15 shows that 30% Students of M.sc Department of Mass Communication and MA Distance Education Strongly Agree with the statement. 54% were Agree. 2% were Uncertain about the statement. 11% Disagree about the statement. 3% Strongly Disagree with the Statement. 0.99% is the mean score.

Most of the students agreed that AIOU TV programs are better than radio programs. This may be because of visual qualities of TV with audio. Radio has only audio quality. While some students still feel radio better than AIOU TV. May be they belong to far-flung areas of Pakistan where radio is still used or they may consider presentation through radio is better as compared to AIOU TV.

Table No. 4.1.16

Quality of AIOU TV programs as compared to the tutorial meetings

No.	Statement	Level	Frequency	Percentage	Mean Score
16.	AIOU TV programs are better than the tutorial meetings by the tutor	SA	43	21.5	+ 0.63
		A	89	44.5	
		UNC	17	8.5	
		DA	42	21	
		SDA	9	4.5	

Table 4.1.16 shows that 21.5% Students of M.sc Department of Mass Communication and MA Distance Education Strongly Agree with the statement. 44.5% were Agree. 8.5% were Uncertain about the statement. 21% Disagree about the statement. 4.5% Strongly Disagree with the statement. +0.63% is the mean score.

There is a majority that agreed on the statement that AIOU TV programs are better than the tutorial meetings by tutors. There is a good number of students who disagreed the statement. To them tutorial meetings are more fruitful. Big advantage is in tutorial meeting is that here tutors are available to answer any kind of question asked by students. It is not so in the case of TV.

Table No. 4.1.17

Role of AIOU TV in decreasing the dependency of students upon teachers

No.	Statement	Level	Frequency	Percentage	Mean Score
17.	AIOU TV programs decrease the dependency of students upon teachers	SA	57	28.5	+ 0.80
		A	82	41	
		UNC	17	8.5	
		DA	39	19.5	
		SDA	5	2.5	

Table 4.1.17 shows that 28.5 % Students of M.sc Department of Mass Communication and MA Distance Education Strongly Agree with the statement. 41% were Agree. 8.5% were Uncertain about the statement. 19.5% Disagree about the statement. 2.5% Strongly Disagree with the statement. +0.80% is the mean score.

Majority of the students agreed that AIOU TV programs decrease the dependency of students upon teachers while some disagreed the statement. TV doesn't give any answer if students face difficulty in any point. Students can pause, rewind, stop and slow the recorded programs of AIOU TV. Live AIOU programs neither can be paused, stopped, slowed nor rewinded.

Table No. 4.1.18

AIOU TV programs' potential of replacement the tutors

No.	Statement	Level	Frequency	Percentage	Mean Score
18.	AIOU TV Programs can replace the tutors	SA	8	4	-0.74
		A	37	18.5	
		UNC	11	5.5	
		DA	95	47.5	
		SDA	49	24.5	

Table 4.1.18 shows that 4% Students of M.sc Department of Mass Communication and MA Distance Education Strongly Agree with the statement. 18.5% media were Agree. 5.5% were Uncertain about the statement. 47.5% Disagree about the statement. 24.5% Strongly Disagree with the statement. -0.74% is the mean score.

Here majority of students disagreed that AIOU TV programs can replace the tutor. A few students agreed that AIOU TV programs can replace the tutor.

Table No. 4.1.19

AIOU TV Programs' potential to cater the shortage of qualified tutor(s)

No.	Statement	Level	Frequency	Percentage	Mean Score
19.	AIOU TV programs cater the shortage of qualified tutor(s)	SA	66	33	+ 1.07
		A	91	45.5	
		UNC	17	8.5	
		DA	24	12	
		SDA	2	1	

Table 4.1.19 shows that 33% Students of M.sc Department of Mass Communication and MA Distance Education Strongly Agree with the statement. 45.5% were Agree. 8.5% were Uncertain about the statement. 12% Disagree about the statement. 1% Strongly Disagree with the statement. +1.07% is the mean score.

Here majority of the students agreed that AIOU TV programs cater the shortage of qualified tutors. As a few disagreed the statement. This disagreement may be on the basis that teachers can guide more than a machinery.

Table No. 4.1.20

Access to AIOU TV programs by the students of AIOU

No.	Statement	Level	Frequency	Percentage	Mean Score
20.	All the students of AIOU can easily access AIOU TV programs	SA	18	9	-0.69
		A	26	13	
		UNC	13	6.5	
		DA	95	47.5	
		SDA	48	24	

Table 4.1.20 shows that 9% Students of M.sc Department of Mass Communication and MA Distance Education Strongly Agree with the statement. 13% were Agree. 6.5% were Uncertain about the statement. 47.5% Disagree about the statement. 24% Strongly Disagree with the statement. -0.69% is the mean score.

Here it is revealed that majority of AIOU students have no or difficult access to AIOU TV programs. Actually students of AIOU mostly belong to far-flung and rural areas of Pakistan. And most importantly, they don't belong to well-off families usually. Students of AIOU are in jobs usually therefore time management is also an issue. Mostly AIOU students are old-age. All these factors creates difficulty in using/accesiblity AIOU TV programs.

Table No. 4.1.21

Access to AIOU TV programs by the tutors of AIOU

No.	Statement	Level	Frequency	Percentage	Mean Score
21.	All the Tutors of AIOU can easily access AIOU TV programs	SA	41	20.5	+ 0.77
		A	102	51	
		UNC	17	8.5	
		DA	36	18	
		SDA	4	2	

Table 4.1.21 shows that 20.5% Students of M.sc Department of Mass Communication and MA Distance Education Strongly Agree with the statement. 51% were Agree. 8.5% were Uncertain about the statement. 18% Disagree about the statement. 2% Strongly Disagree with the statement. +0.77% is the mean score.

Most of the students agreed on the statement that all the tutors of AIOU can easily access AIOU TV programs. They may say on the basis that tutors are economically better than students and mostly live in urban therefore they can afford to have not only terrestrial channels to watch AIOU TV but they can have digitals and equipments for program recording and can also buy recorded VCDs of same programs from Institute of Educational Technology, AIOU.

Table No. 4.1.22

Access to AIOU TV programs by the general public

No.	Statement	Level	Frequency	Percentage	Mean Score
22.	The general public can also access these programs	SA	24	12	+ 0.55
		A	112	56	
		UNC	16	8	
		DA	37	18.5	
		SDA	11	5.5	

Table 4.1.22 shows that 12% Students of M.sc Department of Mass Communication and MA Distance Education Strongly Agree with the statement. 56% were Agree. 8% were Uncertain about the statement. 18.5% Disagree about the statement. 5.5% Strongly Disagree with the statement. +0.55% is the mean score.

Majority of the students agreed that general public also has an access to AIOU TV programs. This may be said upon the reality that AIOU TV broadcasts its programs through PTV-2, it is a terrestrial channel. It means more than 60% of population of Pakistan that is rural have no other channel except one channel (PTV) to watch. Therefore they may sit in front of TV to pass their luxury time by watching what is being on aired on TV (PTV).

Table No. 4.1.23

Suitability of timing schedule of AIOU TV programs for students

No.	Statement	Level	Frequency	Percentage	Mean Score
23.	Timing schedule of AIOU TV programs is suitable for students	SA	10	5	-0.76
		A	27	13.5	
		UNC	9	4.5	
		DA	115	57	
		SDA	39	19.5	

Table 4.1.23 shows that 5% Students of M.sc Department of Mass Communication and MA Distance Education Strongly Agree with the statement. 13.5% media were Agree. 4.5% were Uncertain about the statement. 57% Disagree about the statement. 19.5% Strongly Disagree with the statement. -0.76% is the mean score.

Most of the AIOU students disagreed that timing schedule of AIOU TV programs is suitable for students. The students of AIOU mostly are in jobs. Nature of jobs varies. There is a private and government job system. Private jobs are mostly in evening shift. Therefore timetable is not suitable for them. There are students who agreed that timing schedule of AIOU TV program is suitable for students. They may be jobless students or their job timing is suitable.

Table No. 4.1.24

Ability of recording of AIOU TV programs by the students

No.	Statement	Level	Frequency	Percentage	Mean Score
24.	Every student can easily record AIOU TV programs and watch later on	SA	8	4	-0.83
		A	23	11.5	
		UNC	21	10.5	
		DA	109	54.5	
		SDA	39	19.5	

Table 4.1.24 shows that 4% Students of M.sc Department of Mass Communication and MA Distance Education Strongly Agree with the statement. 11.5% were Agree. 10.5% were Uncertain about the statement. 54.5% Disagree about the statement. 19.5% Strongly Disagree with the statement. -0.83% is the mean score.

Majority of the students disagreed that every student can easily record AIOU TV programs and watch later on. This may be say on the basis that some students are without job and can not afford equipments of recording. Some students are in jobs and can not manage time to watch and record programs.

Table No. 4.1.25

Inclusion of AIOU TV programs as a part of study material

No.	Statement	Level	Frequency	Percentage	Mean Score
25.	The recorded AIOU TV programs are also included in the study material sent by the University	SA	6	3	-1.03
		A	22	11	
		UNC	6	3	
		DA	98	49	
		SDA	68	34	

Table 4.1.25 shows that 3% Students of M.sc Department of Mass Communication and MA Distance Education Strongly Agree with the statement. 11% were Agree. 3% were Uncertain about the statement. 49% Disagree about the statement. 34% Strongly Disagree with the Statement. -1.03% is the mean score.

Majority of the students disagreed that the recorded AIOU TV programs are sent with study material to students. While a few students agreed on the statement. Agreed student may be once B.A students of AIOU because in B.A, for English, CDs/cassettes are sent to students.

Table No. 4.1.26

AIOU TV programs' quality of interest creation

No.	Statement	Level	Frequency	Percentage	Mean Score
26.	AIOU TV programs are not interesting	SA	11	5.5	-0.93
		A	27	13.5	
		UNC	15	4	
		DA	80	40	
		SDA	67	60.5	

Table 4.1.26 shows that 5.5% Students of M.sc Department of Mass Communication and MA Distance Education Strongly Agree with the statement. 13.5% were Agree. 4% were Uncertain about the statement. 40% Disagree about the statement. 60.5% Strongly Disagree with the Statement. -1.45% is the mean score.

Majority of the students disagreed the statement that AIOU TV programs are not interesting. A few agreed that AIOU TV programs are not interesting.

Table No. 4.1.27

AIOU TV programs as not being on aired at spare time of the students

No.	Statement	Level	Frequency	Percentage	Mean Score
27.	AIOU TV programs are not aired at spare time of the students	SA	9	4.5	-0.90
		A	28	14	
		UNC	15	7.5	
		DA	84	42	
		SDA	64	32	

Table 4.1.27 shows that 4.5% Students M.sc Department of Mass Communication and MA Distance Education Strongly Agree with the statement. 14% were Agree. 7.5% were Uncertain about the statement. 42% Disagree about the statement. 32% Strongly Disagree with the Statement. -0.90% is the mean score.

Most of the students disagreed about the statement that AIOU TV programs are not aired at spare time of the students. This prove AIOU TV programs are on aired at spare time of the students. Many students agreed that programs are not aired at spare time.

Table No. 4.1.28

AIOU TV programs' inability to cover the whole course

No.	Statement	Level	Frequency	Percentage	Mean Score
28.	AIOU TV programs do not cover the whole course	SA	54	27	+ 1.09
		A	124	62	
		UNC	6	3	
		DA	12	6	
		SDA	4	2	

Table 4.1.28 shows that 27 % Students of M.sc Department of Mass Communication and MA Distance Education Strongly Agree with the statement. 62% were Agree. 3 % were Uncertain about the statement. 6% Disagree about the statement. 2% Strongly Disagree with the Statement. +1.09% is the mean score.

Majority of the students agreed that AIOU TV programs do not cover the whole course. While others disagree the statement.

Table No. 4.1.29

Sufficiency of time of AIOU TV programs

No.	Statement	Level	Frequency	Percentage	Mean Score
29.	The duration of AIOU TV programs is less	SA	46	23	+ 0.80
		A	104	52	
		UNC	12	6	
		DA	31	15.5	
		SDA	7	3.5	

Table 4.1.29 shows that 23% Students of M.sc Department of Mass Communication and MA Distance Education Strongly Agree with the statement. 52% media were Agree. 6% were Uncertain about the statement. 15.5% Disagree about the statement. 3.5% Strongly Disagree with the Statement. +0.80% is the mean score.

Majority of the students agreed that the duration of AIOU TV programs is less. A few disagreed the statement.

Table No. 4.1.30

Provision of the schedule of AIOU TV programs to students

No.	Statement	Level	Frequency	Percentage	Mean Score
30.	The schedule of TV programs is not sent to the students	SA	39	19.5	+ 0.89
		A	124	62	
		UNC	8	4	
		DA	26	13	
		SDA	3	1.5	

Table 4.1.30 shows that 19.5% Students of M.sc Department of Mass Communication and MA Distance Education Strongly Agree with the statement. 62% were Agree. 4 % were Uncertain about the statement. 13% Disagree about the statement. 1.5% Strongly Disagree with the Statement. +0.89% is the mean score.

Most of the students agreed that they didn't get any program schedule from AIOU. While there are a few disagree that statement. They may get timetable informally from AIOU TV or they may remember themselves the schedule of programs.

4.2. ANALYSIS OF QUESTIONNAIRE FOR PRODUCERS

Table No. 4.2.1

Role of AIOU TV in facilitating the students in learning process

No.	Statement	Level	Frequency	Percentage	Mean Score
1.	AIOU TV Programs are facilitating students in learning process	SA	5	50	+1.0
		A	3	30	
		UNC	0	0	
		DA	1	10	
		SDA	1	10	

Table 4.2.1 shows that 50% media producers Strongly Agree with the statement. 30% were Agree. 2% were Uncertain about the statement. 1% Disagree about the statement. 1% Strongly Disagree with the statement. +1.0% is the mean score.

TV programs due to their audio-video capability helping students in learning. Some producers are of the view that some students are not able to get advantage of the facility. There may be many reasons of it. May be, the educational programs of AIOU don't clear their concept, they may face the problem of time management etc.

Table No. 4.2.2

Role of AIOU TV in helping students in preparation of examination

No.	Statement	Level	Frequency	Percentage	Mean Score
2.	AIOU TV programs are helpful in preparation of examination	SA	3	30	+1.1
		A	6	60	
		UNC	0	0	
		DA	1	10	
		SDA	0	0	

Table 4.2.2. shows that 30% media producers Strongly Agree with the statement. 60% were Agree. 0% were Uncertain about the statement. 10% Disagree about the statement. 0% Strongly Disagree with the statement. +1.1% is the mean score.

Here, also, majority is agreed that TV programs are helpful in preparation of examination. There is a producer who disagree that AIOU TV programs are helpful in preparation of examination.

Table No. 4.2.3

Improvement of the quality of education through AIOU TV programs

No.	Statement	Level	Frequency	Percentage	Mean Score
3.	Over-all quality of education is improved through AIOU TV programs	SA	3	30	+0.6
		A	4	40	
		UNC	0	0	
		DA	2	20	
		SDA	1	10	

Table 4.2.3. shows that 30 % media producers Strongly Agree with the statement. 40% media experts Agree. 0% were Uncertain about the statement. 20% Disagree about the statement. 10% Strongly Disagree with the statement. +0.6% is the mean score.

Here majority of the producers agreed that over-all quality of education is improved through AIOU TV programs. Three producers disagreed also.

Table No. 4.2.4

Students' interest to AIOU TV programs

No.	Statement	Level	Frequency	Percentage	Mean Score
4.	Students take interest to AIOU TV programs	SA	3	30	+1.1
		A	6	60	
		UNC	0	0	
		DA	1	10	
		SDA	0	0	

Table 4.2.4. shows that 30 % media producers Strongly Agree with the statement. 60% were Agree. 0% were Uncertain about the statement. 10% Disagree about the statement. 0% Strongly Disagree with the statement. +1.1% is the mean score.

Here also majority of producers agreed that students take interest in AIOU TV programs. A producer disagreed that the students take interest in AIOU programs. It is to be known why they take a little interest as compared to their other fellows. There could be many reasons such that inappropriate timing of the programs and weak presentation in the eyes of students.

Table No. 4.2.5

Preparation of AIOU TV programs

No.	Statement	Level	Frequency	Percentage	Mean Score
5.	AIOU TV programs are prepared by the experts of field	SA	4	40	+0.8
		A	3	30	
		UNC	0	0	
		DA	3	30	
		SDA	0	0	

Table 4.2.5. shows that 40% media producers Strongly Agree with the statement. 30% were Agree. 0% were Uncertain about the statement. 30% Disagree about the statement. 0% Strongly Disagree with the statement. +0.8% is the mean score.

Majority of the producers agreed that AIOU TV programs are prepared by experts but a few disagreed. They may consider person(s) who prepare program are less expert. According to the university trend a subject is given to expert of the subject to prepare and present. But in the three producers' opinion program(s) are not prepared by experts. There may a need to make program so attractive and beautiful to draw the attention of all students equally so that they get benefit from those programs.

Table No. 4.2.6

Presentation of AIOU TV programs

No.	Statement	Level	Frequency	Percentage	Mean Score
6.	AIOU TV programs are presented by the experts of field	SA	3	30	+0.7
		A	4	40	
		UNC	0	0	
		DA	3	30	
		SDA	0	0	

Table 4.2.6 shows that 30% media producers Strongly Agree with the statement. 40% were Agree. 0% were Uncertain about the statement. 30% Disagree about the statement. 0% Strongly Disagree with the statement. +0.7% is the mean score.

Majority of the producers agreed on the statement. A few disagreed that AIOU TV programs are presented by experts of field. It is to be further researched to know fact. It may be personal view of those disagreed ones or it can be fact.

Table No. 4.2.7

Utilization of AIOU TV programs by the students

No.	Statement	Level	Frequency	Percentage	Mean Score
7.	A sufficient percentage of students utilize TV programs for learning	SA	2	20	+0.8
		A	6	60	
		UNC	0	0	
		DA	2	20	
		SDA	0	0	

Table 4.2.7 shows that 20% media producers Strongly Agree with the statement. 60% were Agree. 0% were Uncertain about the statement. 20% Disagree about the statement. 0% Strongly Disagree with the statement. + 0.8% is the mean score.

Same here, the most of the producers agreed on the statement that students are utilizing these programs effectively for their learning. On the other hand, two producers disagreed.

Table No. 4.2.8

Role of AIOU TV in facilitating the tutors in guiding the students

No.	Statement	Level	Frequency	Percentage	Mean Score
8.	AIOU TV programs are facilitating the tutors in guiding students	SA	3	30	+0.7
		A	4	40	
		UNC	1	10	
		DA	1	10	
		SDA	1	10	

Table 4.2.8 shows that 30% media producers Strongly Agree with the statement. 40% were Agree. 10% were Uncertain about the statement .10% Disagree about the statement. 10% Strongly Disagree with the statement. +0.7% is the mean score.

Most of the producers consider AIOU TV programs as facilitating ones for tutors to guide students but some of them consider these programs are not facilitating tutors to guide them. Tutors must be asked whether programs of AIOU TV are facilitating them to guide students or not.

Table No. 4.2.9

Inclusion of Audio-Visual Aids in AIOU TV programs

No.	Statement	Level	Frequency	Percentage	Mean Score
9.	Audio-Visual aids are included in AIOU TV programs to facilitate students	SA	6	60	+1.3
		A	3	30	
		UNC	0	0	
		DA	0	0	
		SDA	1	10	

Table 4.2.9 shows that 60% media producers Strongly Agree with the statement. 30% were Agree. 0% were Uncertain about the statement. 0% Disagree about the statement. 10% Strongly Disagree with the statement. +1.3% is the mean score.

Majority of the producers were agreed that audio-visual aids are included in AIOU TV programs to facilitate students while a few disagreed.

Table No. 4.2.10

Summarization of lessons in AIOU TV programs

No.	Statement	Level	Frequency	Percentage	Mean Score
10.	Summaries are given at the end of the lecture by AIOU broadcast TV	SA	3	30	+0.8
		A	5	50	
		UNC	0	0	
		DA	1	10	
		SDA	1	10	

Table 4.2.10 shows that 30% media producers Strongly Agree with the statement. 50% were Agree. 0% were Uncertain about the statement. 10% Disagree about the statement. 10% Strongly Disagree with the statement. +0.8% is the mean score.

Majority of the producers agreed that summaries are given at the end of every lecture by AIOU broadcast TV. A few disagreed the statement.

Table No. 4.2.11

Use of appropriate language in AIOU TV programs

No.	Statement	Level	Frequency	Percentage	Mean Score
11.	The presenters use language appropriate to the grade level of students	SA	3	30	+1.0
		A	6	60	
		UNC	0	0	
		DA	0	0	
		SDA	1	10	

Table 4.2.11 shows that 30% media producers Strongly Agree with the statement. 60% were Agree. 0% were Uncertain about the statement. 0% Disagree about the statement. 10% Strongly Disagree with the statement. +1.0% is the mean score.

Majority of producers agreed that language used through AIOU TV's educational programs is appropriate. One producer disagreed the statement.

Table No. 4.2.12

Opinion about nature of AIOU TV programs

No.	Statement	Level	Frequency	Percentage	Mean Score
12.	AIOU TV programs are friendly to students	SA	5	50	+1.3
		A	4	40	
		UNC	0	0	
		DA	1	10	
		SDA	0	0	

Table 4.2.12 shows that 50% media producers Strongly Agree with the statement. 40% were Agree. 0% were Uncertain about the statement. 10% Disagree about the statement. 0% Strongly Disagree with the statement. +1.3% is the mean score.

Majority of producers consider AIOU TV programs student-friendly. There is one producer disagreed with the statement.

Table No. 4.2.13

Opinion about time duration of AIOU TV

No.	Statement	Level	Frequency	Percentage	Mean Score
13.	Time duration of AIOU TV is sufficient for students	SA	0	0	-1.1
		A	2	20	
		UNC	0	0	
		DA	3	30	
		SDA	5	50	

Table 4.2.13 shows that 0% media producers Strongly Agree with the statement. 20% were Agree. 0% were Uncertain about the statement. 30% Disagree about the statement. 50% Strongly Disagree with the statement. -1.1% is the mean score.

Here majority of the producers disagreed that time duration of AIOU TV is sufficient for students. There are lengthy and short chapters both, unfortunately time duration to present those lengthy and short chapters is same. This creates a problem for students.

Table No. 4.2.14

Quality of AIOU TV programs as compared to the study guides of AIOU

No.	Statement	Level	Frequency	Percentage	Mean Score
14.	AIOU TV programs are better than the study guides	SA	2	20	+0.9
		A	6	60	
		UNC	1	10	
		DA	1	10	
		SDA	0	0	

Table 4.2.14 shows that 20% media producers Strongly Agree with the statement. 60% were Agree. 10% were Uncertain about the statement. 10% Disagree about the statement. 0% Strongly Disagree with the statement. +0.9% is the mean score.

Producers' majority accept it that the educational programs of AIOU are better than study guides. One producer here also disagreed the statement. He may consider written material more interested than audio-visual one.

Table No. 4.2.15

Quality of AIOU TV programs as compared to the radio programs of AIOU

No.	Statement	Level	Frequency	Percentage	Mean Score
15.	AIOU TV programs are better than the radio programs	SA	2	20	+0.7
		A	5	50	
		UNC	1	10	
		DA	2	20	
		SDA	0	0	

Table 4.2.15 shows that 20% media producers Strongly Agree with the statement. 50% were Agree. 10% were Uncertain about the statement. 20% Disagree about the statement. 0% Strongly Disagree with the statement. +0.7% is the mean score.

Most of the producers agreed that AIOU TV programs are better than radio programs. This may be because of visual qualities of TV with audio. Radio has only audio quality. While two producers still felt radio better than AIOU TV.

Table No. 4.2.16

Quality of AIOU TV programs as compared to the tutorial meetings

No.	Statement	Level	Frequency	Percentage	Mean Score
16.	AIOU TV programs are better than the tutorial meetings by the tutor	SA	4	40	+1.2
		A	5	50	
		UNC	0	0	
		DA	1	10	
		SDA	0	0	

Table 4.2.16 shows that 40% media producers Strongly Agree with the statement. 50% were Agree. 0% were Uncertain about the statement. 10% Disagree about the statement. 0% Strongly Disagree with the statement. +1.2% is the mean score.

There is a majority that agreed on the statement that AIOU TV programs are better than the tutorial meetings by tutors. There is a one producer who disagreed the statement. According to him tutorial meetings are more fruitful. Big advantage is in tutorial meeting is that here tutors are available to answer any kind of question asked by students. It is not so in the case of TV.

Table No. 4.2.17

Role of AIOU TV in decreasing the dependency of students upon teachers

No.	Statement	Level	Frequency	Percentage	Mean Score
17.	AIOU TV programs decrease the dependency of students upon teachers	SA	2	20	+0.6
		A	5	50	
		UNC	0	0	
		DA	3	30	
		SDA	0	0	

Table 4.2.17 shows that 20% media producers Strongly Agree with the statement. 50% media were Agree. 0% were Uncertain about the statement. 30% Disagree about the statement. 0% Strongly Disagree with the statement. +0.6% is the mean score.

Majority of the producers agreed that AIOU TV programs decrease the dependency of students upon teachers while some producers disagreed the statement. TV doesn't give any answer if students face difficulty in any point. But students can pause, rewind, stop and slow the recorded programs of AIOU TV. Live AIOU programs neither can be paused, stopped, slowed nor rewinded.

Table No. 4.2.18

AIOU TV programs' potential of replacement the tutors

No.	Statement	Level	Frequency	Percentage	Mean Score
18.	AIOU TV Programs can replace the tutors	SA	0	0	-0.8
		A	2	20	
		UNC	0	0	
		DA	6	60	
		SDA	2	20	

Table 4.2.18 shows that 0% media producers Strongly Agree with the statement. 20% were Agree. 0% were Uncertain about the statement. 60% Disagree about the statement. 20% Strongly Disagree with the statement. -0.8% is the mean score.

Here majority of producers disagreed that AIOU TV programs can replace the tutor. A few producers agreed that AIOU TV programs can replace the tutor.

Table No. 4.2.19

AIOU TV Programs' potential to cater the shortage of qualified tutor(s)

No.	Statement	Level	Frequency	Percentage	Mean Score
19.	AIOU TV programs cater the shortage of qualified tutor(s)	SA	3	30	+0.6
		A	3	30	
		UNC	1	10	
		DA	3	30	
		SDA	0	0	

Table 4.2.19 shows that 30% media producers Strongly Agree with the statement. 30% were Agree. 10% were Uncertain about the statement. 30% Disagree about the statement. 0% Strongly Disagree with the statement. +0.6% is the mean score.

Here majority of the producers agreed that AIOU TV programs cater the shortage of qualified tutors. As a few disagreed the statement. This disagreement may be on the basis that teachers can be a guide more than a machine (TV).

Table No. 4.2.20

Access to AIOU TV programs by the students of AIOU

No.	Statement	Level	Frequency	Percentage	Mean Score
20.	All the students of AIOU can easily access AIOU TV programs	SA	0	0	-1.2
		A	1	10	
		UNC	0	0	
		DA	5	50	
		SDA	4	40	

Table 4.2.20 shows that 0% media producers Strongly Agree with the statement. 10% were Agree. 0% were Uncertain about the statement. 50% Disagree about the statement. 40% Strongly Disagree with the statement. -1.2% is the mean score.

Here it is revealed that majority of AIOU students have no or difficult access to AIOU TV programs. Actually students of AIOU mostly belong to far-flung and rural areas of Pakistan. And most importantly, they don't belong to well-off families usually. Students of AIOU are in jobs usually therefore time management is also an issue. Mostly AIOU students are old-age. All these factors creates difficulty in using/accesiblity AIOU TV programs.

Table No. 4.2.21

Access to AIOU TV programs by the tutors of AIOU

No.	Statement	Level	Frequency	Percentage	Mean Score
21.	All the Tutors of AIOU can easily access AIOU TV programs	SA	5	50	+1.2
		A	3	30	
		UNC	0	0	
		DA	1	10	
		SDA	1	10	

Table 4.2.21 shows that 50% media producers Strongly Agree with the statement. 30% were Agree. 0% were Uncertain about the statement. 10% Disagree about the statement. 10% Strongly Disagree with the statement. +1.2% is the mean score.

Most of the producers agreed on the statement that all the tutors of AIOU can easy access to AIOU TV programs. They may say on the basis that tutors are economically better than students and mostly live in urban therefore they can afford to have not only terrestrial channels to watch AIOU TV but they can have digitals and equipments for program recording and can also buy recorded VCDs of same programs from Institute of Educational Technology, AIOU.

Table No. 4.2.22

Access to AIOU TV programs by the general public

No.	Statement	Level	Frequency	Percentage	Mean Score
22.	The general public can also access these programs	SA	3	30	+ 0.5
		A	3	30	
		UNC	1	10	
		DA	2	20	
		SDA	1	10	

Table 4.2.22. shows that 30% media producers Strongly Agree with the statement. 30% were Agree. 10% were Uncertain about the statement. 20% Disagree about the statement. 10% Strongly Disagree with the statement. +0.5% is the mean score.

Majority of the producers agreed that general public also has an access to AIOU TV programs. This may be said upon the reality that AIOU TV broadcasts its programs through PTV-2, it is a terrestrial channel. It means more than 60% of population of Pakistan that is rural have no other channel except one channel (PTV) to watch. Therefore they may sit in front of TV to pass their luxury time by watching what is being on aired on TV (PTV).

Table No. 4.2.23

Suitability of timing schedule of AIOU TV programs for students

No.	Statement	Level	Frequency	Percentage	Mean Score
23.	Timing schedule of AIOU TV programs are suitable for to students	SA	1	10	-0.7
		A	1	10	
		UNC	1	10	
		DA	4	40	
		SDA	3	30	

Table 4.2.23. shows that 10% media producers Strongly Agree with the statement. 10% were Agree. 10 % were Uncertain about the statement. 40% Disagree about the statement. 30% Strongly Disagree with the statement. -0.7% is the mean score.

Most of the AIOU producers disagreed that timing schedule of AIOU TV programs is suitable for students. The students of AIOU mostly are in jobs. Nature of jobs varies. There is a private and government job system. Private jobs are mostly in evening shift. Therefore timetable is not suitable for them. There are students who agreed that timing schedule of AIOU TV program is suitable for students.

Table No. 4.2.24

Ability of recording of AIOU TV programs by the students

No.	Statement	Level	Frequency	Percentage	Mean Score
24.	Every student can easily record AIOU TV programs and watch later on	SA	0	0	-1.1
		A	1	10	
		UNC	0	0	
		DA	6	60	
		SDA	3	30	

Table 4.2.24 shows that 0% media producers Strongly Agree with the statement. 10% were Agree. 0% were Uncertain about the statement. 60% Disagree about the statement. 30% Strongly Disagree with the statement. -1.1% is the mean score.

Majority of the producers disagreed that every student can easily record AIOU TV programs and watch later on. This may be say on the basis that some students are without job and can not afford equipments of recording. Some students are in jobs and can not manage time to watch and record programs.

Table No. 4.2.25

AIOU TV programs' inclusion as a part of study material

No.	Statement	Level	Frequency	Percentage	Mean Score
25.	The recorded AIOU TV programs are also included in the study material sent by the University	SA	0	0	-0.8
		A	1	10	
		UNC	1	10	
		DA	7	70	
		SDA	1	10	

Table 4.2.25 shows that 0% media producers Strongly Agree with the statement. 10% were Agree. 10% were Uncertain about the statement. 70% Disagree about the statement. 10% Strongly Disagree with the statement. -0.8% is the mean score.

Majority of the producers disagreed that the recorded AIOU TV programs are sent with study material to students. While a one producer agreed on the statement.

Table No. 4.2.26

AIOU TV programs quality of interest creation

No.	Statement	Level	Frequency	Percentage	Mean Score
26.	AIOU TV programs are not interesting	SA	1	10	+0.5
		A	6	60	
		UNC	0	0	
		DA	3	30	
		SDA	0	0	

Table 4.2.26 shows that 10% media producers Strongly Agree with the statement, 60% were Agree, 0% were Uncertain about the statement, 30% Disagree about the statement, 0% Strongly Disagree with the statement. +0.5% is the mean score.

Majority of the producers disagreed the statement that AIOU TV programs are not interesting. A few agreed that AIOU TV programs are not interesting.

Table No. 4.2.27

AIOU TV programs as not being on aired at spare time of the students

No.	Statement	Level	Frequency	Percentage	Mean Score
27.	AIOU TV programs are not aired at spare time of the students	SA	3	30	+0.8
		A	4	40	
		UNC	1	10	
		DA	2	20	
		SDA	0	0	

Table 4.2.27 shows that 30% media producers Strongly Agree with the statement. 40% were Agree. 10% were Uncertain about the statement. 20% Disagree about the statement. 0% Strongly Disagree with the Statement. +0.8% is the mean score.

Most of the producers agreed about the statement that AIOU TV programs are not aired at spare time of the students.

Table No. 4.2.28

AIOU TV programs' inability to cover the whole course

No.	Statement	Level	Frequency	Percentage	Mean Score
28.	AIOU TV programs do not cover the whole course	SA	3	30	+1.2
		A	6	60	
		UNC	1	10	
		DA	0	0	
		SDA	0	0	

Table 4.2.28 shows that 30% media producers Strongly Agree with the statement. 60% were Agree. 10% were Uncertain about the statement. 0% Disagree about the statement. 0% Strongly Disagree with the statement. +1.2% is the mean score.

Majority of the producers agreed that AIOU TV programs do not cover the whole course.

Table No. 4.2.29

Opinion about sufficiency of time of AIOU TV programs

No.	Statement	Level	Frequency	Percentage	Mean Score
29.	The duration of AIOU TV programs is less	SA	3	30	+0.6
		A	4	40	
		UNC	0	0	
		DA	2	20	
		SDA	1		

Table 4.2.29 shows that 30% media producers Strongly Agree with the statement. 40% were Agree. 0% were Uncertain about the statement. 20% Disagree about the statement. 1% Strongly Disagree with the statement. +0.6% is the mean score.

Majority of the producers agreed that the duration of AIOU TV programs is less. A few disagreed the statement.

Table No. 4.2.30

Provision of the schedule of AIOU TV programs to students

No.	Statement	Level	Frequency	Percentage	Mean Score
30.	The schedule of TV programs is not sent to the students	SA	3	30	+1.1
		A	6	60	
		UNC	0	10	
		DA	1	10	
		SDA	0	0	

Table 4.2.30 shows that 30% media producers Strongly Agree with the statement. 60% were Agree. 10% were Uncertain about the statement. 10% Disagree about the statement. 0% Strongly Disagree with the Statement. +1.1% is the mean score.

Most of the producers agreed that students didn't get any program schedule from AIOU. While there are a few disagree that statement.

4.3. ANALYSIS OF QUESTIONNAIRE FOR FACULTY MEMBERS

Table No. 4.3.1

Role of AIOU TV in facilitating the students in learning process

No.	Statement	Level	Frequency	Percentage	Mean Score
1.	AIOU TV Programs are facilitating students in learning process	SA	4	30.8	+ 1.17
		A	7	53.8	
		UNC	1	7.7	
		DA	1	7.7	
		SDA	0	0.0	

Table 4.3.1 shows that 30.8% faculty members Strongly Agree with the statement. 53.8% faculty members Agree. 7.7% were Uncertain about the statement. 7.7% Disagree about the statement. 0.0% Strongly Disagree with the statement. +1.17% is the mean score.

TV programs due to their audio-video capability helping students in learning. Some faculty members of the view that students are not able to get advantage of the facility. There may be many reasons of it. May be, the educational programs of AIOU are not upto their standard, they have no facility to watch programs because of non-availibility of TV, time management, less interest from students themselves etc.

Table No. 4.3.2

Role of AIOU TV in helping students in preparation of examination

No.	Statement	Level	Frequency	Percentage	Mean Score
2.	AIOU TV programs are helpful in preparation of examination	SA	3	23.1	+ 0.83
		A	7	53.8	
		UNC	1	7.7	
		DA	1	7.7	
		SDA	1	7.7	

Table 4.3.2 shows that 23.1% faculty members Strongly Agree with the statement. 53.8% faculty members Agree. 7.7% were Uncertain about the statement. 7.7% Disagree about the statement. 7.7% Strongly Disagree with the statement. +0.83% is the mean score.

Here, also, majority is agreed that TV programs are helpful in preparation of examination. There is a teacher who is uncertain/undecided about this also. There are two faculty members who disagree that AIOU TV programs are helpful in preparation of examination. Further research is needed to ask them questions in detail why AIOU TV is not helpful in preparation of examination.

Table No. 4.3.3

Improvement of the quality of education through AIOU TV programs

No.	Statement	Level	Frequency	Percentage	Mean Score
3.	Over-all quality of education is improved through AIOU TV programs	SA	5	38.5	+ 1.00
		A	6	46.2	
		UNC	0	0.0	
		DA	1	7.7	
		SDA	1	7.7	

Table 4.3.3 shows that 3.5% faculty members Strongly Agree with the statement. 46.2% faculty members Agree. 0.0% were Uncertain about the statement. 7.7% Disagree about the statement. 7.7% Strongly Disagree with the statement. +1.00% is the mean score.

Here majority of the faculty members agreed that over-all quality of education is improved through AIOU TV programs. A few of the teachers disagreed also. It is to seen and asked further from them why quality of education is not improved through the AIOU TV. They may see fault of production, students take little interst in teachers/presenters' style of presenter, language of presenter etc.

Table No. 4.3.4

Opinion about students' interest to AIOU TV programs

No.	Statement	Level	Frequency	Percentage	Mean Score
4.	Students take interest to AIOU TV programs	SA	3	23.1	+ 0.69
		A	7	53.8	
		UNC	0	0.0	
		DA	2	15.4	
		SDA	1	7.7	

Table 4.3.4 shows that 23.1% faculty members Strongly Agree with the statement. 53.8% faculty members Agree. 0.0% were Uncertain about the statement. 15.4% Disagree about the statement. 7.7% Strongly Disagree with the statement. +0.69% is the mean score.

Here also majority of faculty members agreed that students take interest in AIOU TV programs. There are few faculty members who consider there are students who take little interest in AIOU programs. It is to be known why they take a little interest as compared to their other fellows.

Table No. 4.3.5

Opinion about preparation of AIOU TV programs

No.	Statement	Level	Frequency	Percentage	Mean Score
5.	AIOU TV programs are prepared by the experts of field	SA	0	0.0	-1.00
		A	3	23.1	
		UNC	0	0.0	
		DA	4	30.8	
		SDA	6	46.2	

Table 4.3.5 shows that 0.0% faculty members Strongly Agree with the statement. 23.1% faculty members Agree. 0.0% were Uncertain about the statement. 30.8% Disagree about the statement. 46.2% Strongly Disagree with the statement. -1.00% is the mean score.

Majority of the faculty members disagreed that AIOU TV programs are prepared by experts but a few agreed. They consider person(s) who prepare program are less expert. According to the university trend a subject is given to expert of the subject to prepare and present. But in teachers' opinion program(s) are not prepared by experts. There may a need to make program so attractive and beautiful to draw the attention of all students equally so that they get benefit from those programs.

Table No. 4.3.6

Presentation of AIOU TV programs

No.	Statement	Level	Frequency	Percentage	Mean Score
6.	AIOU TV programs are presented by the experts of field	SA	1	7.7	+ 0.54
		A	9	69.2	
		UNC	0	0.0	
		DA	2	15.4	
		SDA	1	7.7	

Table 4.3.6 shows that 7.7% faculty members Strongly Agree with the statement. 69.2% faculty members Agree. 0.0% were Uncertain about the statement. 15.4% Disagree about the statement. 7.7% Strongly Disagree with the statement. +0.54% is the mean score.

Majority of the faculty members agreed on the statement. A few disagreed that AIOU TV programs are presented by experts of field. It is to be further researched to know fact. It may be personal view of those disagreed ones or it can be fact.

Table No. 4.3.7

Utilization of AIOU TV programs by the students

No.	Statement	Level	Frequency	Percentage	Mean Score
7.	A sufficient percentage of students utilize TV programs for learning	SA	3	23.1	+ 0.62
		A	6	46.2	
		UNC	0	0.0	
		DA	4	30.8	
		SDA	0	0.0	

Table 4.3.7 shows that 23.1% faculty members Strongly Agree with the statement. 46.2% faculty members Agree. 0.0% were Uncertain about the statement. 30.8% Disagree about the statement. 0% Strongly Disagree with the statement. +0.62% is the mean score.

Same here, the most of the faculty members agreed on the statement that students are utilizing these programs effectively for their learning. On the other hand, a good number of teachers disagreed. Reasons of their disagreement can be various. They may not satisfy from the performance of students, that is why they may consider that there is a absence of proper utilization by students etc.

Table No. 4.3.8

Role of AIOU TV in facilitating the tutors in guiding the students

No.	Statement	Level	Frequency	Percentage	Mean Score
8.	AIOU TV programs are facilitating the tutors in guiding students	SA	3	23.1	+ 0.50
		A	5	38.5	
		UNC	1	7.7	
		DA	3	23.1	
		SDA	1	7.7	

Table 4.3.8 shows that 23.1% faculty members Strongly Agree with the statement. 38.5% faculty members Agree. 7.7% were Uncertain about the statement. 23.1% Disagree about the statement. 7.7% Strongly Disagree with the statement. +0.50% is the mean score.

Most of the faculty members consider AIOU TV programs as facilitating ones for tutors to guide students but some of them consider these programs are not facilitating tutors to guide them. Tutors must be asked whether programs of AIOU TV are facilitating them to guide students or not.

Table No. 4.3.9

Inclusion of Audio-Visual Aids in AIOU TV programs

No.	Statement	Level	Frequency	Percentage	Mean Score
9.	Audio-Visual aids are included in AIOU TV programs to facilitate students	SA	4	30.8	+ 1.00
		A	6	46.2	
		UNC	1	7.7	
		DA	2	15.4	
		SDA	0	0.0	

Table 4.3.9 shows that 30.8% faculty members Strongly Agree with the statement. 46.2% faculty members Agree. 7.7% were Uncertain about the statement. 15.4% Disagree about the statement. 0.0% Strongly Disagree with the statement. +1.00% is the mean score.

Majority of the faculty members were agreed that audio-visual aids are included in AIOU TV programs to facilitate students while a few disagreed.

Table No. 4.3.10

Summarization of lessons in AIOU TV programs

No.	Statement	Level	Frequency	Percentage	Mean Score
10.	Summaries are given at the end of the lecture by AIOU broadcast TV	SA	4	30.8	+ 0.75
		A	5	38.5	
		UNC	1	7.7	
		DA	2	15.4	
		SDA	1	7.7	

Table 4.3.10 shows that 30.8% faculty members Strongly Agree with the statement. 38.5% faculty members Agree. 7.7% were Uncertain about the statement. 15.4% Disagree about the statement. 7.7% Strongly Disagree with the statement. +0.75% is the mean score.

Majority of the faculty members agreed that summaries are given at the end of every lecture by AIOU broadcast TV. A few disagreed the statement.

Table No. 4.3.11

Use of appropriate language in AIOU TV programs

No.	Statement	Level	Frequency	Percentage	Mean Score
11.	The presenters use language appropriate to the grade level of students	SA	2	15.4	+ 0.54
		A	7	53.8	
		UNC	0	0.0	
		DA	4	30.8	
		SDA	0	0.0	

Table 4.3.11 shows that 15.4% faculty members Strongly Agree with the statement. 53.8% faculty members Agree. 0.0% were Uncertain about the statement. 30.8% Disagree about the statement. 0.0% Strongly Disagree with the statement. +0.54% is the mean score.

Majority of faculty members agreed that language used through AIOU TV's educational programs is appropriate. Little number of faculty members disagreed the statement. May be teachers keep in mind that students of AIOU are various languages speakers.

Table No. 4.3.12

Nature of AIOU TV programs

No.	Statement	Level	Frequency	Percentage	Mean Score
12.	AIOU TV programs are friendly to students	SA	4	30.8	+ 0.92
		A	7	53.8	
		UNC	0	0.0	
		DA	1	7.7	
		SDA	1	7.7	

Table 4.3.12 shows that 30.8% faculty members Strongly Agree with the statement. 53.8% faculty members Agree. 0.0% were Uncertain about the statement. 7.7% Disagree about the statement. 7.7% Strongly Disagree with the statement. +0.92% is the mean score.

Majority of faculty members consider AIOU TV programs student-friendly. In same way, there are a few who are disagreed with the statement. They may consider students face some problems while using TV programs of AIOU. Those problems can be of various kind. Such as time management problem, language problem, summarization of a lecture problem etc.

Table No. 4.3.13

Time duration of AIOU TV

No.	Statement	Level	Frequency	Percentage	Mean Score
13.	Time duration of AIOU TV is sufficient for students	SA	0	0.0	-1.15
		A	1	7.7	
		UNC	0	0.0	
		DA	8	61.5	
		SDA	4	30.8	

Table 4.3.13 shows that 0.0% faculty members Strongly Agree with the statement. 7.7% faculty members Agree. 0.0% were Uncertain about the statement. 61.5% Disagree about the statement. 30.8% Strongly Disagree with the statement. -1.15% is the mean score.

Here majority of the faculty members disagreed that time duration of AIOU TV is sufficient for students. There are lengthy and short chapters both, unfortunately time duration to present those lengthy and short chapters is same. This creates a problem for students.

Table No. 4.3.14

Quality of AIOU TV programs as compared to the study guides of AIOU

No.	Statement	Level	Frequency	Percentage	Mean Score
14.	AIOU TV programs are better than the study guides	SA	4	30.8	+ 1.17
		A	7	53.8	
		UNC	1	7.7	
		DA	1	7.7	
		SDA	0	0.0	

Table 4.3.14 shows that 30.8% faculty members Strongly Agree with the statement. 53.8% faculty members Agree. 7.7% were Uncertain about the statement. 7.7% Disagree about the statement. 0.0% Strongly Disagree with the statement. +1.17% is the mean score.

Majority accept it that the educational programs of AIOU are better than study guides. One teacher here also disagreed the statement. He may consider written material more interested than audio-visual one (TV Program).

Table No. 4.3.15

Quality of AIOU TV programs as compared to the radio programs of AIOU

No.	Statement	Level	Frequency	Percentage	Mean Score
15.	AIOU TV programs are better than the radio programs	SA	3	23.1	+ 0.50
		A	5	38.5	
		UNC	1	7.7	
		DA	3	23.1	
		SDA	1	7.7	

Table 4.3.15 shows that 23.1% faculty members Strongly Agree with the statement. 38.5% faculty members Agree. 7.7% were Uncertain about the statement. 23.1% Disagree about the statement. 7.7% Strongly Disagree with the statement. +0.50% is the mean score.

Most of the faculty members agreed that AIOU TV programs are better than radio programs. This may be because of visual qualities of TV with audio. Radio has only audio quality. While some teachers still feel radio better than AIOU TV.

Table No. 4.3.16

AIOU TV programs as compared to the tutorial meetings

No.	Statement	Level	Frequency	Percentage	Mean Score
16.	AIOU TV programs are better than the tutorial meetings by the tutor	SA	0	0.0	-1.08
		A	2	15.4	
		UNC	1	7.7	
		DA	5	38.5	
		SDA	5	38.5	

Table 4.3.16 shows that 0.0% faculty members Strongly Agree with the statement. 15.4% faculty members Agree. 7.7% were Uncertain about the statement. 38.5% Disagree about the statement. 38.5% Strongly Disagree with the statement. -1.08% is the mean score.

There is a majority that disagreed on the statement that AIOU TV programs are better than the tutorial meetings by tutors. There are two producers who disagreed the statement. To them tutorial meetings are more fruitful. Big advantage is in tutorial meeting is that here tutors are available to answer any kind of question asked by students. It is not so in the case of TV.

Table No. 4.3.17

Role of AIOU TV in decreasing the dependency of students upon teachers

No.	Statement	Level	Frequency	Percentage	Mean Score
17.	AIOU TV programs decrease the dependency of students upon teachers	SA	0	0.0	-1.09
		A	2	15.4	
		UNC	2	15.4	
		DA	4	30.8	
		SDA	5	38.5	

Table 4.3.17 shows that 0.0% faculty members Strongly Agree with the statement. 15.4% faculty members Agree. 15.4% were Uncertain about the statement. 30.8% Disagree about the statement. 38.5% Strongly Disagree with the statement. -1.09% is the mean score.

Majority of the faculty members disagreed that AIOU TV programs decrease the dependency of students upon teachers while two teachers agreed the statement. TV doesn't give any answer if students face difficulty in any point. Students can pause, rewind, stop and slow the recorded programs of AIOU TV. Live AIOU programs neither can be paused, stopped, slowed nor rewinded.

Table No. 4.3.18

AIOU TV programs' potential of replacement the tutors

No.	Statement	Level	Frequency	Percentage	Mean Score
18.	AIOU TV Programs can replace the tutors	SA	0	0.0	-1.08
		A	1	7.7	
		UNC	1	7.7	
		DA	8	61.5	
		SDA	3	23.1	

Table 4.3.18 shows that 0.0% faculty members Strongly Agree with the statement. 7.7% faculty members Agree. 7.7% were Uncertain about the statement. 61.5% Disagree about the statement. 23.1% Strongly Disagree with the Statement. -1.08% is the mean score.

Here majority of faculty members disagreed that AIOU TV programs can replace the tutor. A few agreed that AIOU TV programs can replace the tutor.

Table No. 4.3.19

AIOU TV Programs' potential to cater the shortage of qualified tutor(s)

No.	Statement	Level	Frequency	Percentage	Mean Score
19.	AIOU TV programs cater the shortage of qualified tutor(s)	SA	8	61.5	+ 1.31
		A	3	23.1	
		UNC	0	0.0	
		DA	2	15.4	
		SDA	0	0.0	

Table 4.3.19 shows that 61.5% faculty members Strongly Agree with the statement. 23.1% faculty members Agree. 0.0% were Uncertain about the statement. 15.4% Disagree about the statement. 0% Strongly Disagree with the Statement. +1.31% is the mean score.

Here majority of the faculty members agreed that AIOU TV programs cater the shortage of qualified tutors. As a few disagreed the statement. This disagreement may be on the basis that teachers can guide more than a machinery.

Table No. 4.3.20

Access to AIOU TV programs by the students of AIOU

No.	Statement	Level	Frequency	Percentage	Mean Score
20.	All the students of AIOU can easily access AIOU TV programs	SA	0	0.0	-0.67
		A	3	23.1	
		UNC	1	7.7	
		DA	7	53.8	
		SDA	2	15.4	

Table 4.3.20 shows that 0.0% faculty members Strongly Agree with the statement. 23.1% faculty members Agree. 7.7% were Uncertain about the statement. 53.8% Disagree about the statement. 15.4% Strongly Disagree with the Statement. -1.67% is the mean score.

Here it is revealed that majority of AIOU students have no or difficult access to AIOU TV programs. Actually students of AIOU mostly belong to far-flung and rural areas of Pakistan. And most importantly, they don't belong to well-off families usually. Students of AIOU are in jobs usually therefore time management is also an issue. Mostly AIOU students are old-age. All these factors creates difficulty in using/accesiblity AIOU TV programs.

Table No. 4.3.21

Access to AIOU TV programs by the tutors of AIOU

No.	Statement	Level	Frequency	Percentage	Mean Score
21.	All the Tutors of AIOU can easily access AIOU TV programs	SA	4	30.8	+ 0.85
		A	6	46.2	
		UNC	0	0.0	
		DA	3	23.1	
		SDA	0	0.0	

Table 4.3.21 shows that 30.8% faculty members Strongly Agree with the statement. 46.2% faculty members Agree. 0.0% were Uncertain about the statement. 23.1% Disagree about the statement. 0% Strongly Disagree with the Statement. +0.85% is the mean score.

Most of the faculty members agreed on the statement that all the tutors of AIOU can easily access AIOU TV programs. They may say on the basis that tutors are economically better than students and mostly live in urban therefore they can afford to have not only terrestrial channels to watch AIOU TV but they can have digitals and equipments for program recording and can also buy recorded VCDs of same programs from Institute of Educational Technology, AIOU.

Table No. 4.3.22

Access to AIOU TV programs by the general public

No.	Statement	Level	Frequency	Percentage	Mean Score
22.	The general public can also access these programs	SA	4	30.8	+ 1.17
		A	7	53.8	
		UNC	1	7.7	
		DA	1	7.7	
		SDA	0	0.0	

Table 4.3.22 shows that 30.8% faculty members Strongly Agree with the statement. 53.8% faculty members Agree. 7.7% were Uncertain about the statement. 7.7% Disagree about the statement. 0% Strongly Disagree with the Statement. +1.17% is the mean score.

Majority of the faculty members agreed that general public also has an access to AIOU TV programs. This may be said upon the reality that AIOU TV broadcasts its programs through PTV-2, it is a terrestrial channel. It means more than 60% of population of Pakistan that is rural have no other channel except one channel (PTV) to watch. Therefore they may sit in front of TV to pass their luxury time by watching what is being on aired on TV (PTV).

Table No. 4.3.23

Suitability of timing schedule of AIOU TV programs for students

No.	Statement	Level	Frequency	Percentage	Mean Score
23.	Timing schedule of AIOU TV programs are suitable for to students	SA	0	0.0	-1.08
		A	2	15.4	
		UNC	0	0.0	
		DA	6	46.2	
		SDA	5	38.5	

Table 4.3.23 shows that 0.0% faculty members Strongly Agree with the statement. 15.4% faculty members Agree. 0.0% were Uncertain about the statement. 46.2% Disagree about the statement. 38.5% Strongly Disagree with the Statement. -1.08% is the mean score.

Most of the AIOU faculty members disagreed the statement that timing schedule of AIOU TV programs is suitable for students. The students of AIOU mostly are in jobs. Nature of jobs varies. There is a private and government job system. Private jobs are mostly in evening shift. Therefore timetable is not suitable for them. There are students who agreed that timing schedule of AIOU TV program is suitable for students. They may be jobless students or their job timing is suitable.

Table No. 4.3.24

Ability of recording of AIOU TV programs by the students

No.	Statement	Level	Frequency	Percentage	Mean Score
24.	Every student can easily record AIOU TV programs and watch later on	SA	0	0.0	-1.08
		A	1	7.7	
		UNC	1	7.7	
		DA	8	61.5	
		SDA	3	23.1	

Table 4.3.24 shows that 0.0% faculty members Strongly Agree with the statement. 7.7% faculty members Agree. 7.7% were Uncertain about the statement. 61.5% Disagree about the statement. 23.1% Strongly Disagree with the Statement. -1.08% is the mean score.

Majority of the faculty members disagreed that every student can easily record AIOU TV programs and watch later on. This may be say on the basis that some students are without job and can not afford equipments of recording. Some students are in jobs and can not manage time to watch and record programs.

Table No. 4.3.25

AIOU TV programs' inclusion as a part of study material

No.	Statement	Level	Frequency	Percentage	Mean Score
25.	The recorded AIOU TV programs are also included in the study material sent by the University	SA	0	0.0	-0.55
		A	3	23.1	
		UNC	2	15.4	
		DA	7	53.8	
		SDA	1	7.7	

Table 4.3.25 shows that 0.0% faculty members Strongly Agree with the statement. 23.1% faculty members Agree. 15.4% were Uncertain about the statement. 53.8% Disagree about the statement. 7.7% Strongly Disagree with the Statement. -0.55% is the mean score.

Majority of the faculty members disagreed that the recorded AIOU TV programs are sent with study material to students. While a three teachers agreed on the statement.

Table No. 4.3.26

AIOU TV programs quality of interest creation

No.	Statement	Level	Frequency	Percentage	Mean Score
26.	AIOU TV programs are not interesting	SA	1	7.7	-0.92
		A	1	7.7	
		UNC	0	0.0	
		DA	7	53.8	
		SDA	0	0	

Table 4.3.26 shows that 7.7% faculty members Strongly Agree with the statement. 7.7% faculty members Agree. 0.0% were Uncertain about the statement. 53.8% Disagree about the statement. 0% Strongly Disagree with the Statement. -0.92% is the mean score.

Majority of the faculty members disagreed the statement that AIOU TV programs are not interesting. A few agreed that AIOU TV programs are not interesting.

Table No. 4.3.27

AIOU TV programs as not being on aired at spare time of the students

No.	Statement	Level	Frequency	Percentage	Mean Score
27.	AIOU TV programs are not aired at spare time of the students	SA	1	7.7	+ 0.55
		A	7	53.8	
		UNC	2	15.4	
		DA	3	23.1	
		SDA	0	0.0	

Table 4.3.27 shows that 7.7% faculty members Strongly Agree with the statement. 53.8% faculty members Agree. 15.4% were Uncertain about the statement. 23.1% Disagree about the statement. 0% Strongly Disagree with the Statement. +0.55% is the mean score.

Most of the faculty members agreed about the statement that AIOU TV programs are not aired at spare time of the students.

Table No. 4.3.28

AIOU TV programs' inability to cover the whole course

No.	Statement	Level	Frequency	Percentage	Mean Score
28.	AIOU TV programs do not cover the whole course	SA	2	15.4	+ 0.62
		A	8	61.5	
		UNC	0	0.0	
		DA	2	15.4	
		SDA	1	7.7	

Table 4.3.28 shows that 15.4% faculty members Strongly Agree with the statement. 61.5% faculty members Agree. 0.0% were Uncertain about the statement. 15.4% Disagree about the statement. 7.7% Strongly Disagree with the Statement. +0.62% is the mean score.

Majority of the faculty members agreed that AIOU TV programs do not cover the whole course. While three teachers disagreed the statement.

Table No. 4.3.29

Sufficiency of time of AIOU TV programs

No.	Statement	Level	Frequency	Percentage	Mean Score
29.	The duration of AIOU TV programs is less	SA	6	46.2	+ 1.00
		A	3	23.1	
		UNC	1	7.7	
		DA	3	23.1	
		SDA	0	0.0	

Table 4.3.29 shows that 46.2% faculty members Strongly Agree with the statement. 23.1% faculty members Agree. 7.7% were Uncertain about the statement. 23.1% Disagree about the statement. 0% Strongly Disagree with the Statement. +1.00% is the mean score.

Majority of the faculty members agreed that the duration of AIOU TV programs is less. A few disagreed the statement.

Table No. 4.3.30

Provision of the schedule of AIOU TV programs to students

No.	Statement	Level	Frequency	Percentage	Mean Score
30.	The schedule of TV programs is not sent to the students	SA	0	0.0	-0.83
		A	2	15.4	
		UNC	1	7.7	
		DA	8	68.5	
		SDA	2	15.4	

Table 4.3.30 shows that 0.0% faculty members Strongly Agree with the statement. 15.4% faculty members Agree. 7.7% were Uncertain about the statement. 68.5% Disagree about the statement. 15.4% Strongly Disagree with the Statement. -0.83% is the mean score.

Most of the faculty members agreed that student didn't get any program schedule from AIOU. While there are two teachers who disagreed that statement.

4.4 : FINDINGS

The findings of the study obtained from the analysis of the data are as under:

a. Target Population 1-Students

1. Mean score of the statement : AIOU TV Programs are facilitating students in learning process is +0.80 (Table No.4.1.1).
2. Mean score of the statement : AIOU TV programs are helpful in preparation of examination is +0.90 (Table No.4.1.2).
3. Mean score of the statement : Over-all quality of education is improved through AIOU TV programs is +0.85 (Table No.4.1.3).
4. Mean score of the statement : Students take interest to AIOU TV programs is +0.90 (Table No.4.1.4).
5. Mean score of the statement : AIOU TV programs are prepared by the experts of field is +1.01 (Table No.4.1.5).
6. Mean score of the statement : AIOU TV programs are presented by the experts of field is +.95 (Table No.4.1.6).
7. Mean score of the statement : A sufficient percentage of students utilize TV programs for learning is +0.53 (Table No.4.1.7).
8. Mean score of the statement : IOU TV programs are facilitating the tutors in guiding students is +0.83 (Table No.4.1.8).
9. Mean score of the statement : Audio o-Visual aids are included in AIOU TV programs to facilitate students is +1.15 (Table No.4.1.9).
10. Mean score of the statement : Summaries are given at the end of the lecture by AIOU broadcast TV is +1.02 (Table No.4.1.10).
11. Mean score of the statement : The presenters use language appropriate to the grade level of students is +1.33 (Table No.4.1.11).
12. Mean score of the statement : AIOU TV programs are friendly to students is +0.97 (Table No.4.1.12).

13. Mean score of the statement : Time duration of AIOU TV is sufficient for students is – 0.89 (Table No.4.1.13).
14. Mean score of the statement : AIOU TV programs are better than the study guides is +1.09 (Table No.4.1.14).
15. Mean score of the statement : AIOU TV programs are better than the radio programs is +0.99 (Table No.4.1.15).
16. Mean score of the statement : AIOU TV programs are better than the tutorial meetings by the tutor is +0.63 (Table No.4.1.16).
17. Mean score of the statement : AIOU TV programs decrease the dependency of students upon teachers is + 0.80 (Table No.4.1.17).
18. Mean score of the statement : AIOU TV Programs can replace the tutors is -0.74 (Table No.4.1.18).
19. Mean score of the statement : AIOU TV programs cater the shortage of qualified tutor(s) is +1.07 (Table No .4.1.19).
20. Mean score of the statement : All the students of AIOU can easily access AIOU TV programs is -0.69 (Table No.4.1.20).
21. Mean score of the statement : All the Tutors of AIOU can easily access AIOU TV programs is + 0.77 (Table No .4.1.21).
22. Mean score of the statement : The general public can also access these programs is +0.55 (Table No.4.1.22).
23. Mean score of the statement : Timing schedule of AIOU TV programs are suitable for to students is -0.76 (Table No.4.1.23).
24. Mean score of the statement : Every student can easily record AIOU TV programs and watch later on is -0.83 (Table No.4.1.24).

25. Mean score of the statement : The recorded AIOU TV programs are also included in the study material sent by the University is -1.03 (Table No.4.1.25).
26. Mean score of the statement : AIOU TV programs are not interesting is -0.93 (Table No.4.1.26).
27. Mean score of the statement : AIOU TV programs are not aired at spare time of the students is -0.90 (Table No.4.1.27).
28. Mean score of the statement : AIOU TV programs do not cover the whole course is +1.09 (Table No.4.1.28).
29. Mean score of the statement : The duration of AIOU TV programs is less is +0.80 (Table No.4.1.29).
30. Mean score of the statement : The schedule of TV programs is not sent to the students is +0.89 (Table No.4.1.30).

b. Target Population 2-Producers

1. Mean score of the statement : AIOU TV Programs are facilitating students in learning process is +1.0 (Table No.4.2.1)
2. Mean score of the statement : AIOU TV programs are helpful in preparation of examination is +1.1 (Table No.4.2.2).
3. Mean score of the statement : Over-all quality of education is improved through AIOU TV programs is +0.6 (Table No.4.2.3).
4. Mean score of the statement : Students take interest to AIOU TV programs is +1.1 (Table No.4.2.4).
5. Mean score of the statement : AIOU TV programs are prepared by the experts of field is +0.8 (Table No.4.2.5).
6. Mean score of the statement : AIOU TV programs are presented by the experts of field is +0.7 (Table No.4.2.6).
7. Mean score of the statement : A sufficient percentage of students utilize TV programs for learning is +0.8 (Table No.4.2.7).
8. Mean score of the statement : IOU TV programs are facilitating the tutors in guiding students is +0.7 (Table No.4.2.8).
9. Mean score of the statement : Audio o-Visual aids are included in AIOU TV programs to facilitate students is +1.3 (Table No.4.2.9).
10. Mean score of the statement : Summaries are given at the end of the lecture by AIOU broadcast TV is +0.8 (Table No.4.2.10).
11. Mean score of the statement : The presenters use language appropriate to the grade level of students is +1.0 (Table No.4.2.11).
12. Mean score of the statement : AIOU TV programs are friendly to students is +1.3 (Table No.4.2.12).
13. Mean score of the statement : Time duration of AIOU TV is sufficient for students is -1.1 (Table No.4.2.13).

14. Mean score of the statement : AIOU TV programs are better than the study guides is +0.9 (Table No.4.2.14).
15. Mean score of the statement : AIOU TV programs are better than the radio programs is +0.7 (Table No.4.2.15).
16. Mean score of the statement : AIOU TV programs are better than the tutorial meetings by the tutor is +1.2 (Table No.4.2.16).
17. Mean score of the statement : AIOU TV programs decrease the dependency of students upon teachers is +0.6 (Table No .4.2.17).
18. Mean score of the statement : AIOU TV Programs can replace the tutors is -0.8 (Table No.4.2.18).
19. Mean score of the statement : AIOU TV programs cater the shortage of qualified tutor(s) is +0.6 (Table No.4.2.19).
20. Mean score of the statement : All the students of AIOU can easily access AIOU TV programs is -1.2 (Table No.4.2.20).
21. Mean score of the statement : All the Tutors of AIOU can easily access AIOU TV programs is +1.2 (Table No.4.2.21).
22. Mean score of the statement : The general public can also access these programs is +0.5 (Table No.4.2.22).
23. Mean score of the statement : Timing schedule of AIOU TV programs are suitable for to students is -0.7 (Table No.4.2.23).
24. Mean score of the statement : Every student can easily record AIOU TV programs and watch later on is -1.1 (Table No.4.2.24).
25. Mean score of the statement : The recorded AIOU TV programs are also included in the study material sent by the University is -0.8 (Table No.4.2.25).

26. Mean score of the statement : AIOU TV programs are not interesting is +0.5

(Table No.4.2.26).

27. Mean score of the statement : AIOU TV programs are not aired at spare time of the

students is +.8 (Table No.4.2.27).

28. Mean score of the statement : AIOU TV programs do not cover the whole course is +1.2

(Table No.4.2.28).

29. Mean score of the statement : The duration of AIOU TV programs is less is +0.6

(Table No.4.2.29).

30. Mean score of the statement : The schedule of TV programs is not sent to the students is

+1.1 (Table No.4.2.30).

c. Target Population 3-Faculty Members

1. Mean score of the statement : AIOU TV Programs are facilitating students in learning process is +1.17 (Table No.4.3.1).
2. Mean score of the statement :AIOU TV programs are helpful in preparation of examination is +0.83 (Table No.4.3.2).
3. Mean score of the statement : Over-all quality of education is improved through AIOU TV programs is +1.00 (Table No.4.3.3).
4. Mean score of the statement : Students take interest to AIOU TV programs is +0.69 (Table No.4.3.4).
5. Mean score of the statement : AIOU TV programs are prepared by the experts of field is - 1.00 (Table No.4.2.5).
6. Mean score of the statement : AIOU TV programs are presented by the experts of field is +0.54 (Table No.4.3.6)
7. Mean score of the statement : A sufficient percentage of students utilize TV programs for learning is +0.62 (Table No.4.3.7).
8. Mean score of the statement : AIOU TV programs are facilitating the tutors in guiding students is +0.50 (Table No.4.3.8).
9. Mean score of the statement : Audio o-Visual aids are included in AIOU TV programs to facilitate students is +1.00 (Table No.4.3.9).
10. Mean score of the statement : Summaries are given at the end of the lecture by AIOU broadcast TV is +0.75 (Table No.4.3.10).
11. Mean score of the statement : The presenters use language appropriate to the grade level of students is +0.54 (Table No.4.3.11).
12. Mean score of the statement : AIOU TV programs are friendly to students is +0.92 (Table No.4.3.12).
13. Mean score of the statement : Time duration of AIOU TV is sufficient for students is - 0.15 (Table No.4.3.13).

14. Mean score of the statement : AIOU TV programs are better than the study guides is +1.17 (Table No.4.3.14).
15. Mean score of the statement : AIOU TV programs are better than the radio programs is +0.50 (Table No.4.3.15).
16. Mean score of the statement : AIOU TV programs are better than the tutorial meetings by the tutor is -1.08 (Table No.4.3.16).
17. Mean score of the statement : AIOU TV programs decrease the dependency of students upon teachers is -1.09 (Table No.4.3.17).
18. Mean score of the statement : AIOU TV Programs can replace the tutors is -1.08 (Table No.4.3.18).
19. Mean score of the statement : AIOU TV programs cater the shortage of qualified tutor(s) is +1.31 (Table No.4.3.19).
20. Mean score of the statement : All the students of AIOU can easily access AIOU TV programs is -0.67 (Table No.4.3.20).
21. Mean score of the statement : All the Tutors of AIOU can easily access AIOU TV programs is +0.85 (Table No.4.3.21).
22. Mean score of the statement : The general public can also access these programs is +1.17 (Table No.4.3.22).
23. Mean score of the statement : Timing schedule of AIOU TV programs are suitable for to students is -1.08 (Table No.4.3.23).
24. Mean score of the statement : Every student can easily record AIOU TV programs and watch later on is -1.08 (Table No.4.3.24).
25. Mean score of the statement : The recorded AIOU TV programs are also included in the study material sent by the University is -0.55 (Table No.4.3.25).

26. Mean score of the statement : AIOU TV programs are not interesting is -0.93 (Table No.4.3.26).
27. Mean score of the statement : AIOU TV programs are not aired at spare time of the students is $+0.55$ (Table No.4.3.27).
28. Mean score of the statement : AIOU TV programs do not cover the whole course is $+0.62$ (Table No.4.3.28).
29. Mean score of the statement : The duration of AIOU TV programs is less is $+1.00$ (Table No.4.3.29).
30. Mean score of the statement : The schedule of TV programs is not sent to the students is -0.83 (Table No.4.3.30).

CHAPTER 5

SUMMARY, CONCLUSION & RECOMMENDATIONS

5.1: SUMMARY

The study was concerned regarding to find out the role of AIOU broadcast TV as a medium of distance education, effectiveness and usefulness of AIOU broadcast TV, access of concerned audiences to AIOU educational broadcast, problems in the use of AIOU broadcast TV and to explore the interest of students towards AIOU broadcast TV. Survey method was used to meet the objectives of the study. Questionnaire was used as a tool of research for the media producers of AIOU TV, faculty members and MA students of Media and Communication Department and Distance Education Department of AIOU. Return rate of the respondents was more than seventy percent. Percentage and mean score was found regarding the responses of the respondents. AIOU TV programs are facilitating students in learning process. Majority of the respondents were agreed that AIOU TV programs are helpful in preparation of examination. Majority of the respondents were agreed that over-all quality of education is improved through AIOU TV programs. Majority of the respondents were agreed that students take interest to AIOU TV programs. Majority of the respondents were agreed that AIOU TV programs are prepared by the experts of field. Majority of the respondents were agreed that AIOU TV programs are facilitating the tutors in guiding students.

5. 2: CONCUSION

AIOU TV programs are performing vital role in promoting distance education in Pakistan. Majority of the respondents are agreed that AIOU TV programs have a significant contribution in the process of teaching and leanring. It is concluded from the findings of the summary that AIOU TV programs are facilitating in the learning process of the students. AIOU TV programs are prepared by the experts and are helpful in promoting the concept learning in the students. Although tutors have their own place instead of AIOU TV programs. AIOU TV programs decrease the dependency of students upon teachers. AIOU TV programs are better than the study guides. However, time duration of AIOU TV is not sufficient. Certainly, AIOU TV programs do not cover the whole course of the study.

On the basis of the findings of the study, following conclusions were drawn:

1. AIOU TV programs are are facilitating students in learning process.
2. AIOU TV programs are helpful in preparation of examination.
3. Over-all quality of education is improved through AIOU TV programs.
4. Students take interest to AIOU TV programs.
5. AIOU TV programs are prepared by the experts of field.
6. AIOU TV programs are presented by the experts of field.
7. A sufficient percentage of students utilize TV programs for learning.
8. AIOU TV programs are facilitating the tutors in guiding students.
9. Audio-Visual aids are included in AIOU TV programs to facilitate students.
10. Summaries are given at the end of the lecture by AIOU broadcast TV.

11. The presenters use language appropriate to the grade level of students.
12. AIOU TV programs are friendly to students.
13. Time duration of AIOU TV is not sufficient for students.
14. AIOU TV programs are better than the study guides.
15. AIOU TV programs are better than the tutorial meetings by the tutor.
16. AIOU TV programs decrease the dependency of students upon teachers.
17. AIOU TV programs are better than the radio programs.
18. AIOU TV Programs can not replace the tutors.
19. AIOU TV programs cater the shortage of qualified tutor(s).
20. All the students of AIOU can not easily access AIOU TV programs.
21. All the tutors of AIOU can easily access AIOU TV programs.
22. The general public can also access AIOU TV programs.
23. Timing schedule of AIOU TV programs are not suitable for to students.
24. Every student can not easily record AIOU TV programs and watch later on.
25. The recorded AIOU TV programs are not included in the study material sent by the
University.
26. AIOU TV programs are not interesting.

27. AIOU TV programs are not aired at spare time of the students.

28. AIOU TV programs do not cover the whole course.

29. The duration of AIOU TV programs is less.

30. The schedule of TV programs is not sent to the students.

5. 3: RECOMMENDATIONS

Following recommendations are made:

1. Identification of quality of AIOU TV programs. The study may be mixed method in nature. Interviews and questionnaire may be used as a tool of research for the identification of quality of AIOU TV programs.
2. Nature and characteristics of AIOU TV programs may be explored. The study may be conducted through the analysis of the planned programs released on AIOU TV.
3. Effects of AIOU TV programs on concept learning of students may be identified. The study may be survey in nature. Interview may be conducted from students as well as teachers.
4. Problems and prospects of AIOU TV programs may be identified. Problems may be determined through questionnaire and interview from the media experts, teachers and students.
5. Role of Virtual University TV in promoting distance education may be determined. The study may be conducted on the running education programs. The aims and objectives of the running programs may be found through the analysis of these programs.
6. Time Management of AIOU TV programs may be found. The study may be conducted on the opinion of audience regarding time management.
7. Relationship of professionalism of AIOU TV programs with quality of distance education may be explored.
8. Language constraints of AIOU TV programs may be found. The study may be conducted on the audience of AIOU TV regarding language constraints of AIOU TV programs.
9. Effectiveness of Virtual University TV programs may be determined.

10. Presentation skills of AIOU TV programs may be found. The study may be conducted on the audience of AIOU TV programs regarding presentation skills of the teachers delivering lecture on the AIOU TV.

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Questionnaire for AIOU TV Producers

Request for opinion regarding role of AIOU TV in distance education

Dear Sir,

I am conducting my MS dissertation entitled, "TV as a medium of Distance Education: Case Study of AIOU Broadcast". It is requested for your opinion about the role of AIOU TV in distance education. I shall be grateful for your cooperation.

Yours Sincerely,

Nazar Muhammad

MS Candidate,

Department of Media and Communication Studies
International Islamic University Islamabad, Pakistan

Questionnaire regarding AIOU TV as a medium of distance education

AIOU TV as a medium of distance education		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	AIOU TV Programs are facilitating students in learning process.					
2.	AIOU TV programs are helpful in preparation of examination					
3.	Over-all quality of education is improved through AIOU TV programs.					
4.	Students take interest to AIOU TV programs.					
5.	AIOU TV programs are prepared by the experts of field.					
6.	AIOU TV programs are presented by the experts of field.					
7.	A sufficient percentage of students utilize TV programs for learning.					
8.	AIOU TV programs are facilitating the tutors in guiding students.					
9.	Audio-Visual aids are included in AIOU TV programs to facilitate students.					
10.	Summaries are given at the end of the lecture by AIOU broadcast TV.					
11.	The presenters use language appropriate to the grade level of students.					
12.	AIOU TV programs are friendly to students.					
13.	Time duration of AIOU TV is sufficient for students.					
14.	AIOU TV programs are better than the study guides.					
15.	AIOU TV programs are better than the radio programs.					

16.	AIOU TV programs are better than the tutorial meetings by the tutor.					
17.	AIOU TV programs decrease the dependency of students upon teachers.					
18.	AIOU TV Programs can replace the tutors.					
19.	AIOU TV programs cater the shortage of qualified tutor(s).					
20.	All the students of AIOU can easily access AIOU TV programs.					
21.	All the Tutors of AIOU can easily access AIOU TV programs.					
22.	The general public can also access these programs.					
23.	Timing schedule of AIOU TV programs are suitable for students.					
24.	Every student can easily record AIOU TV programs and watch later on.					
25.	The recorded AIOU TV programs are also included in the study material sent by the University.					
26.	AIOU TV programs are not interesting.					
27.	AIOU TV programs are not aired at spare time of the students.					
28.	AIOU TV programs do not cover the whole course.					
29.	The duration of AIOU TV programs is less.					
30.	The schedule of TV programs is not sent to the students.					

Questionnaire for faculty members of Media and Communication Department

Request for opinion regarding role of AIOU TV in distance education

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Questionnaire for faculty members of Distance Education Department

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Questionnaire for Students of Media and Communication Department AIOU

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