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The Institute of Educational Technology and Distance Education at AIOU: A Historical and Operational Analysis

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Abstract

This paper examines the historical development and operational framework of the Institute of Educational Technology (IET) within Allama Iqbal Open University (AIOU), Pakistan's pioneer large-scale distance learning university founded in 1974. It maps the shift in distance education systems from initial dependence on printed materials distributed via postal networks to the incorporation of broadcast technologies (radio and television) and subsequent adoption of digital tools. Across more than fifty years, IET evolved from basic production units reliant on external assistance from organizations such as Radio Pakistan, Pakistan Television Network, UNDP, ODA, and JICA to highly developed infrastructure supporting FM radio broadcasting (Voice of AIOU 91.6), a YouTube channel with over 4000 videos and 121,000 subscribers (as of 2025), and advanced digital editing sets. The analysis details IET's internal organization through its core departments, Program Production, Design, and Engineering and outlines specialized functions including script development, visual animations and graphics, and professional development workshops for academic staff. Through strategic adaptation of successive communication technologies, IET has extended instructional reach, enriched correspondence-based resources, and enabled remote interaction for a vast learner population, thereby reinforcing the institutional model of open distance learning in Pakistan and comparable contexts.

Keywords: *Distance education, communication technologies, Institute of Educational Technology, National Education Policy Implementation Program, eLearning .*

Introduction

The advent of correspondence education in the 1860s ushered in the era of distance education (Saba, 2016). In the 1960s the concept of Distance Education in the institutional framework was founded on the application of diverse communication channels to educate people who could not access/afford formal schools, colleges, and universities. The core element of distance learning is openness and the bridging the gap. Michael Moore in his theory of Transactional Distance emphasizes the psychological and communicative gap (transactional distance) that can exist between the instructor and the learners in a distance setting, rather than the geographical separation, this gap is a big hindrance in learning. High dialogue (interaction between the learner and instructor) reduces transactional distance, and this high dialogue is created through effective media programs for bridging the gap (Myroslav J. Syvyi, & et. All, 2022). Openness has implications for the use of technology.

By then the pioneers of the Distance Education System never knew about Cyber-based teleconferencing, multimedia, webcast, SMS weblog, Facebook, and Twitter etc. However, the correspondence through postal services of printed text had been the early medium of establishing communication between the learner and the institution. Kaufman and Nipper identified three generations of distance learning, the first generation, Correspondence Model relies predominantly on printed material delivered through the postal services, the Multi-media Model incorporates new technologies like audio video cassettes and TV broadcast. (Bates, 2005).

Historically, various forms of communication technologies, i.e. any medium or media prevalent in a particular era or society like post, radio, television and internet services, worldwide web have been essential elements of the Distance Education System. Invariably the same has been practised worldwide in open and distance institutions and will remain so. Who knows the future formats of communication 20, 50 or 100 years later? However, whatever these may be, will certainly be knitted in the ever-growing system of Distance Education. With the given structure, the Allama Iqbal Open University, the pioneer was founded together with built-in media i.e. Institutes of Educational Technology (IET onwards) and thereby opened gates of learning to effect socio-economic development of masses in Asia and the world at large.

Historical Evolution

The Institute of Educational Technology was established with the foundation of AIOU in 1974 aiming to produce audio-visual material to promote and support the distance teaching system of the University. Allama Iqbal Open University was the pioneer distance teaching institution in the Asian region which effectively used three modes of mass media i.e. print, sound and picture for its delivery system. (Abbas, 1987). The radio and television programs produced by the IET promoted and supported the distance-teaching-based courses of the University. The audio-visual material produced was transmitted on the national broadcasting network, and non-broadcast media was used for small-group instruction and individual study. The media support which supplements the University course materials also had a significant public educational value.

Open universities are being used in several countries to provide education and training to people who cannot leave their homes and jobs for full-time studies and the broadcast media serves as one of the major facilitators in the distance learning system. The significance of both pictorial and broadcast media became exceptionally immense in the production of courses for technical and functional programs at AIOU as well. Some courses required profound pictorial content such as intricate diagrams and drawings. For semiliterate audiences, illustrations assumed a basic and often primary significance. This was true also of the broadcast media, which perform a variety of functions as television provided a detailed illustration of mechanical or chemical processes or an in-depth study of a cultural phenomenon. It took learning and scholarship in their own country that they would not otherwise be likely to visit. Radio reinforced the teaching material that consisted of Course Books and Study Guides in the correspondence pack. Moreover, it was, moreover, a medium that was readily accessible to the majority of AIOU students, even in the remotest areas and had altogether a considerable potential in a distance-learning system. For supplementing the printed material, radio can combine to produce a very effective teaching medium as radio-vision in which text and radio are linked together directly and the student follows both

simultaneously. Both types of broadcast media in the initial years of AIOU and up till now also offer an important opportunity for students to meet some of their teachers and some of the course writers who have produced the material they are studying. In this way, both radio and television are important links among the teachers, students, and the University (AIOU Five Year Report, 1974-1979, n.d).

The basic philosophy behind People's Open University (AIOU) was to introduce a built-in mechanism for bridging the gap between few with education and many without for which radio and television could become a medium to connect a good teacher with thousands of students in their own homes (Syed, 2010). The distinction of reaching learners at their own homes and places of work through those days' use of available technology i-e mutual reinforcement of correspondence text with television programs, symbolically expressed its openness so that it was a university without walls (Syed, 2010).

The Educational Policy (1972-80) provided the basis that "A People's Open University (later renamed as Allama Iqbal Open University) will, therefore, be established to provide part-time educational facilities through correspondence courses, tutorials, seminars, workshops, laboratories, television, radio broadcasts, and other mass communication media" (The Educational Policy, 1972). Established in 1974, IET aimed at producing audio-visual materials for various courses and programs of Allama Iqbal Open University, Islamabad. The materials produced by this institute comprised radio and television programs, which were transmitted on the national broadcasting networks, and non-broadcast media for small group instruction and individual study. IET provided the application of communication technology to the various courses and programs of the University. In a distance-learning system, the processes and means of communication are a central factor. The University during those days was exploring new methods and techniques in Pakistan to make the learning experience more effective and the Institute had a significant role in such developments (AIOU First Report, 1980). IET started experimenting with the latest means and procedures to meet the needs of widely varying subjects and audiences. It was broadly concerned with the use of mass media in low-cost educational systems and attempted to realize this through such specific means as, the development of a radio-vision format in which broadcast or recorded radio programs are linked with sections of units.

The National Education Policy Implementation Program (1979) by the Ministry of Education reflects that "Allama Iqbal Open University, through its multi-media deliver technology will organize radio and television programs, preparing special booklets and reading materials for adult and mobile operational units in the rural areas." Extensive debates were held in Aprl 1974 about the role of TV and Radio as a mode of educating Pakistan. (The National Assembly of Pakistan (Legislature) Debates, 1974). With this mandate, the central purpose of the IET was in the absence of face-to-face teaching, to offer an effective link between the teacher and the students by providing services in the areas of radio, TV, audio cassettes, design and illustrations, calligraphy, photography and all forms of projection. It used mass media to supplement, reinforce, explain, and elaborate certain areas in the correspondence text, which need further interpretation. IET contributed one hour daily educational programs on ETV (an educational channel of PTV).

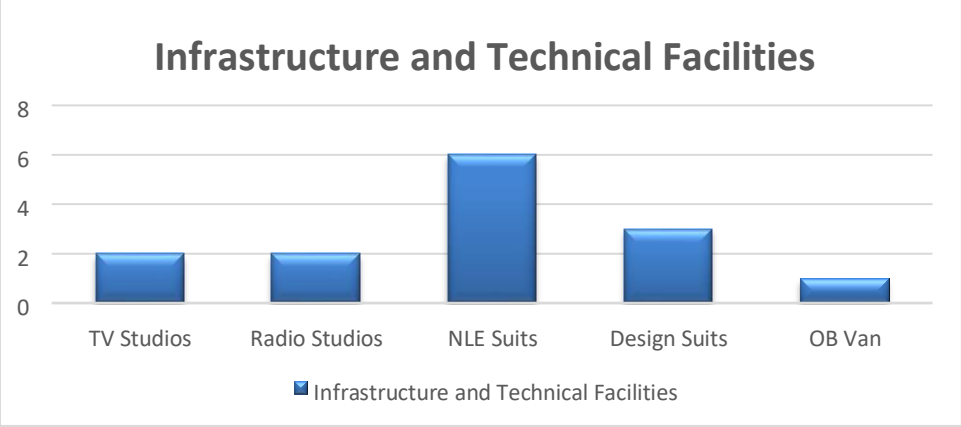
At first, the programs on both radio and television were produced with mere resources. The radio studio was a makeshift arrangement in the corner of a lecture hall. For television programs, draft scripts were written at the University and then passed to a producer at PTV for finalization to produce the actual programs. For radio and TV programs technical resources were limited. After August 1983, some sections were converted into departments. In 1984 onwards various departments/ sections were set up within IET to improve its functioning and to put its activities on a greater professional footing:

- Production Management Department
- Arts and Design Department
- Engineering Department

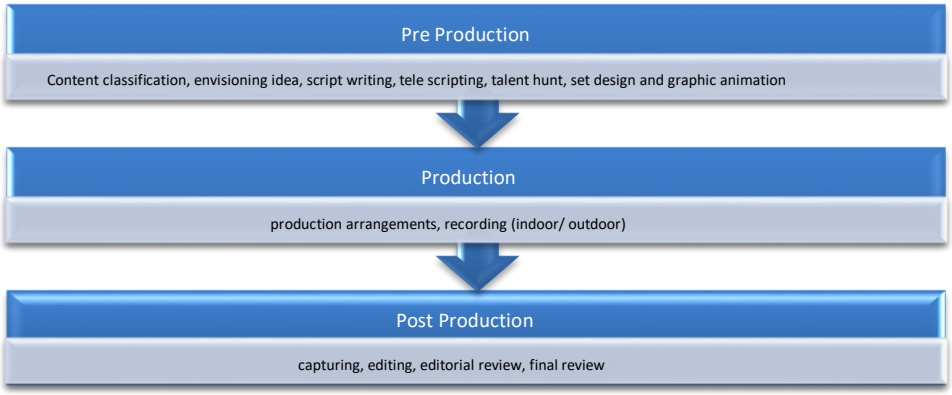
With the aid of United Nations Development Program (UNDP) and the Overseas Development Administration (ODA), the IET was equipped in a befitting way. The former provided television equipment in 1979 as a pilot TV Studio and later radio equipment of professional standards for the studios was built by the University itself. UNDP also provided substantial consultancy support for the actual installation of the equipment and for the in-house training of both engineering and production staff. In addition, all production staff and senior engineering and design staff were provided with extensive overseas training.

In 1983, a pilot TV studio and the radio studio equipment were provided by ODA. UMatic High Band TV Production System was provided by UNDP in 1983. Before 1983, the University was producing the radio programs at the Campus in an improvised radio studio and the television programs were produced at the studios of PTV, Rawalpindi. The pilot radio/TV equipment was effectively put to use from 1983 to 1996 (Vice-Chancellor's Report, 1985-1988, 1989) It was estimated that the working life of the equipment was ten years. This old equipment was installed in one of the TV studios in 2003-04 and is being used for training by newly inducted academicians and producers for orientation into Distance Education (Vice-Chancellors Annual Report 2003-2004: Executive Summary, 2005).

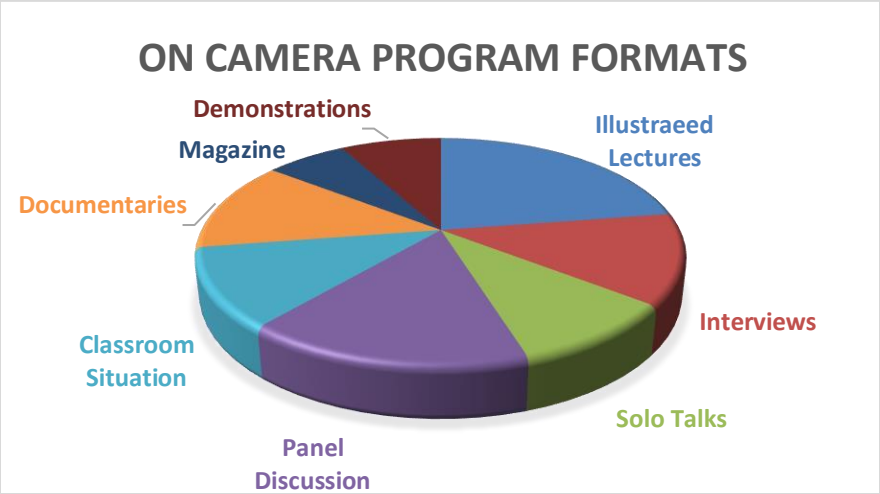
To replace old and obsolete equipment a project was undertaken for the production of programs and the Japanese Government agreed to provide a grant-in-aid Project of 974 million Yen. The agreement for this project was signed on 22nd March 1995 between the two Governments. This project was implemented by the end of 1996 on a turnkey basis. After completion of the project, AIOU was able to increase not only the number of its programs but even the quality of the software (Vice-Chancellors Annual Report 2003-2004: Executive Summary, 2005). In 1996, Beta Cam TV Production System was installed because of the Japan International Cooperation Agency (JICA) Grant-in aid. JICA Grant-in-aid further extended its support and provided Digital Radio and TV Studios equipment in 2006 (Vice-Chancellors Annual Report 2005-2006, 2007). It was further equipped with DV Cam (SD) technology with a 4:3 aspect ratio and having Analog mode of communication.



Over time the Institute of Educational Technology made progress rapidly to meet the challenges of the recent age. Currently, IET has its own FM Radio station 91.6 frequency, Web TV, AIOU YouTube channel and Television production house. The materials produced include radio/television programs which are transmitted on national broadcasting networks.



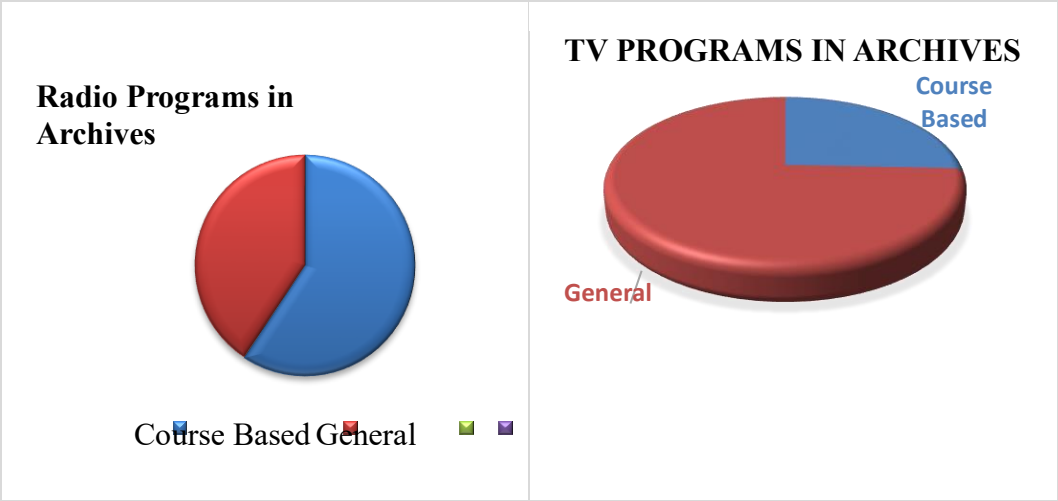
Audio-Visual Content Production Process

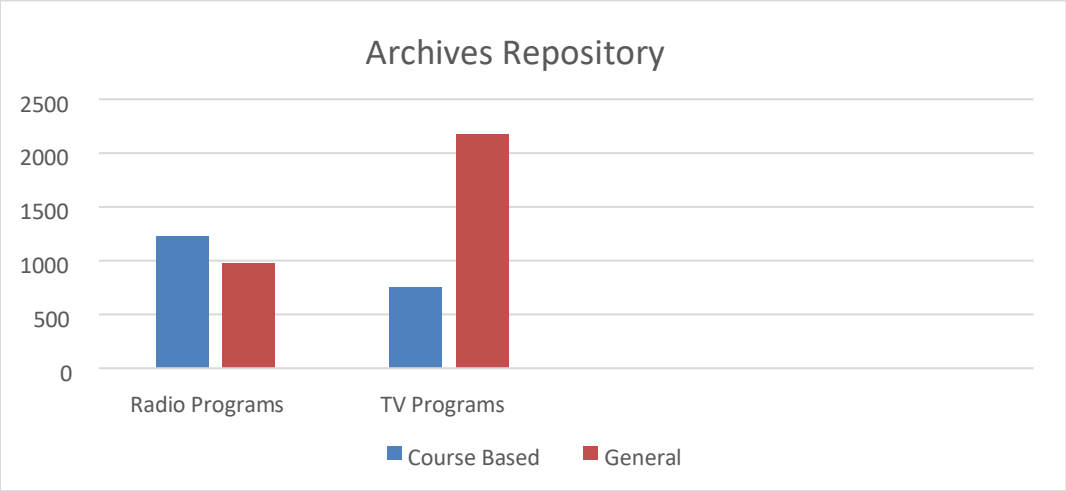




Year	Production Technology	Provider
1983	U-Matic High Band TV Production System	UNDP
1983	Radio Studios	ODA
1996	Beta cam TV Production System	JICA Grantin-aid
2006	Digital Radio & TV Studios Equipment	JICA Grantin-aid
2011	JICA Follow-up Cooperation for rehabilitation of broadcast equipment under the JICA project in 1996	JICA Grantin-aid

Gradual Induction of Production Facilities





Before the launch of the AIOU radio channel, radio programs for university courses that were produced in IET were broadcast mainly from the transmitter of PBC (Pakistan Broadcasting Corporation), Islamabad. The broadcasting time remained quite limited and confined to fifteen minutes daily during the semester only.

Over time, the need was felt to develop the AIOU Radio Channel as this would be a preamble to further educational transmission connected through audio, video, and the cyber net in the times to come. It was planned to launch an FM radio channel firstly in Islamabad/Rawalpindi and subsequently to be extended to other selected regions. PEMRA (Pakistan Electronic Media Regulatory Authority) issued a license to AIOU to operate FM Radio and FAB (Frequency Allocation Board) allocated 91.6 MHz of air frequency for the AIOU FM. The same frequency had also been agreed for AIOU regional FM radio broadcasts. The Higher Education Commission Pakistan approved a grant of Rs.38.753 million to build infrastructure for the AIOU Radio FM Station, and the multi-purpose building that was completed in 2008.

The AIOU radio and web TV are now in the reach of all students of AIOU on just a click at www.aiou.edu.pk or http://iet.aiou.edu.pk/ along with the provision of downloading these

programs for retention (Vice-Chancellors Annual Report 2006-2007, 2008). Now having AIOU's own FM Radio, in 2011, eight hour's live FM radio transmission on "The Voice of AIOU FM 91.6" was made available for AIOU students. AIOU has started to broadcast educational news to meet the informational needs of teachers, tutors, and students (Vice-Chancellors Annual Report 2009-2010, 2011). It covers the area of Islamabad and its surroundings. Educational programs, public awareness programs and AIOU informational programs of admissions, regional offices, examinations and other servicing and administrative departments are aired live on FM and are cross posted from studios and aired in regional offices through Facebook.

IET has planned to set up a chain of FM Radio Station at all regional campuses which will be proportionate to disseminate the system of distance teaching-based courses of the university and offer the facility for the practical skill of Mass Communication students. In this way, the elements of theory and practice will be integrated and allowed to support each other in their learning experience.

Organizational Structure

The institute consists of following departments working in collaboration with each other for the production of quality educational programs.

Program Production Department

The Program Production Department was established for multimedia program production related to the courses, now the department is staffed by producers who are well trained in skills and techniques required for multimedia program production of the course materials of the University. They as members of the course development teams conceive and develop audio-visual materials in media formats with methodologies appropriate to the size of the target audience required learning outcomes. The department also produces non-broadcast presentations using audio and video cassettes, tape slide sequences, view foils, flip charts, kits, and models in addition to the mass media television and radio programs. The department works in three domains i.e. The Radio, Television and Non broadcast Media (AV Cassettes and instructional CDs during early years and uploading the programs on FM Radio 91.6 and AIOU Web TV these days). Members of the course team draft the initial scripts of radio programs, some of whom also take part in the actual broadcasts. The programs ranged from talks and discussions to dramatized excerpts and even radio serials. These are recorded in the University's on-campus radio studio, and cassettes of each recording are then aired through FM Radio 91.6.

During early years, a material coordinator was appointed to ensure that the produced materials were distributed to the appropriate centers and the individuals in time for use during the University semesters. It was active in external service supporting Radio and TV and maintains the outreach liaison till today and facilitates the distribution and sale of material to the Regions and various Study Centers stretched to all provinces of Pakistan. Now with the digitization the programs are uploaded on AIOU official YouTube channel.

A Script Cell in IET aims to use graphics, animations, and other related multimedia techniques to produce quality multimedia programs. The multimedia aid in program production enables the programmer to catch the target audience and the impact factor is raised

high. Script being one of the key elements is responsible for the success or failure of an educational television program. It's a kind of map, a blueprint of what is going to be said and shown. The script is usually written by the course coordinator or the writer of the course. The IET organizes a series of training workshops from time to time for the faculty members of all four faculties of AIOU, IET producers and the IET internees. The Archives Section maintains a classified and catalogued collection of the master copies of all media productions. Since the beginning when about a dozen radio and television programs were developed to supplement the printed material, there has been an impressive annual growth in the number and variety of media productions by the Institute. The Archives Section is the repository of audio-visual material, scripts of radio and TV programs, flip charts, slides, photographs, and other materials of recording.

Design Department

The Designers, illustrators, cartographers, calligraphers, and photographers were meant to work with the producers and course development teams to provide appropriate high quality visual materials for multi-media productions. A spacious modern and well-equipped Design Studio with a photographic suite provides all the facilities necessary to produce visual materials today. Besides this, the department endows with visual and special effects while designing the set and provides graphics not only for broadcast and non-broadcast but for print as well. Its function was to provide a total design service to course teams, advising on the layout of the printed units and on illustrative techniques to meet special needs. The actual illustrations were prepared from sketches and ideas provided by course authors in the early years. The diagrams, graphs, line drawings, maps, sectional or cut-away drawings, figure drawings and computer-based designing were prepared by qualified designers. The covers for all units were also designed in the section. The calligraphy for all captions and titles were carried out and much of the supplementary material for courses (student course guides, assignments courses leaflets etc) was also calligraphed within the section in the early years (AIOU Five Year Report, n.d). The art and design department not only designs educational material but also facilitates the development of display materials such as backdrops, standees, brochures, flyers, pamphlets, certificates, shields and university souvenirs for the university's events, seminars, conferences and functions.

Engineering Department

The Engineering Department operates and maintains the professionally equipped Television Studio and Radio Studios. In the initial years, the Department worked with mere resources and limited staff but now it is staffed with a highly trained team of television, radio and electronics engineers and technicians. It attends to the general audiovisual units in the University Model Study Centers all over Pakistan. The activities of Engineering department included the production of Audio-Video Cassettes and CDs, duplicating and editing of the software, supply of broadcast and non-broadcast material for further distribution, and maintenance of studios and technical store. The department is responsible for the technical operations and maintenance of technology and gadgets. This includes installation and maintenance of equipment, monitoring signal strength and quality, making necessary repairs, and troubleshooting/technical issues resolution. The section is also responsible for ensuring the compliance with regulations and licensing requirements of radio/TV.

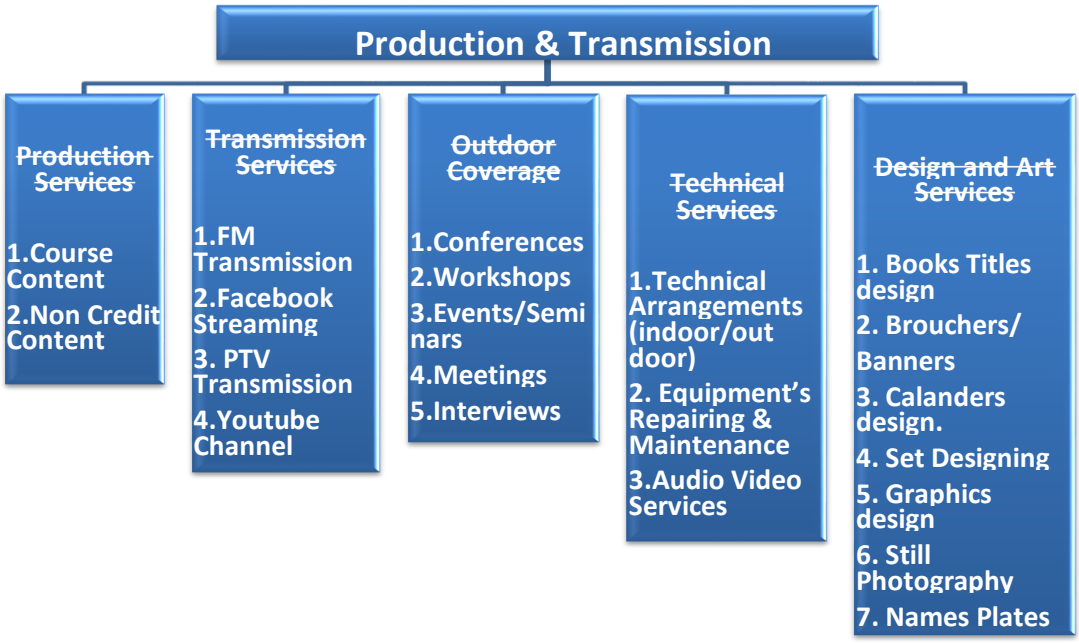


Figure showing IET Functions and Services

IET and Knowledge Dissemination

The Institute of Educational Technology is facilitating learners in more than one field. The Institute also contributes to the Web Section, Video Graphics Section, Audio Video Resource Centre, Public Relations Section, Graphics Lab, FM Radio 91.6 and Photography Section. The contribution of IET is as follows.

Voice of AIOU 91.6 FM Radio

The Institute of Educational Technology launched the radio programs having two radio studies of its own and estimated that 150 to 200 radio programmes be produced in one year. Radio broadcast time was bought from Pakistan Broadcasting Corporation at the rate of approximately Rs.2000/- for 15 minutes duration at the time of inception of the university. It now has its own FM radio channel (Abbas, 1987). The Voice of AIOU FM 91.6, launched in 2011 represents a significant evolution in AIOU's multimedia strategy for distance education. Initially providing eight hours of daily live transmission, the station has since expanded reaching up to 12 hours per day by the late 2010s to deliver targeted educational content to enrolled students and the wider public (AIOU, 2018). As of 2025, the station remains operational with live streaming available via the IET website (128kbps quality), ensuring broader accessibility beyond terrestrial broadcast limitations. The primary terrestrial coverage is centered on Islamabad and Rawalpindi, with a transmission radius of approximately 60 kilometers, serving the twin cities and surrounding areas. Programming encompasses a blend of course-specific educational content aligned with AIOU' print materials, public awareness initiatives, and institutional announcements (admissions, examinations, regional updates, and administrative services).

Live broadcasts are further disseminated through hybrid mechanisms, including cross-posting to social media platforms and relay to AIOU's network of 53 regional offices across Pakistan, facilitating indirect access for distant learners (AIOU, 2025).This radio service aligns with

foundational principles of open and distance learning (ODL) in resource-constrained contexts, where audio media remains resilient due to its low bandwidth requirements, affordability, and penetration in rural/low-literacy areas (Bates, 2005). In Pakistan's mega-university ecosystem, FM radio supplements print-based correspondence by providing auditory reinforcement, fostering a sense of institutional connection, and addressing barriers such as the digital divide (Jumani & et.all, 2011). Empirical studies on university's early broadcast integrations highlight radio's role in enhancing comprehension and retention for semi-literate audiences, particularly in technical and functional programs. Nevertheless, persistent challenges include limited terrestrial reach and reliance on complementary digital channel for nationwide scalability. Future expansions could leverage mobile penetration for podcasting or app-based on-demand access, further bridging generational shifts in ODL media (Taylor, 2001).

AIOU Official You Tube Channel

The AIOU Official YouTube Channel (@AIOU_Official), launched as part of IET's digital extension policy, serves as a pivotal platform for disseminating web-based multimedia content in support of distance education. As of November 2025, the channel hosts over 4,000 videos and boasts approximately 121,000 subscribers (YouTube, 2025), marking significant growth from earlier figures and underscoring its increasing reach. Content on the channel encompasses a diverse array of educational and general programs, including: Course-specific lectures, tutorials, and supplementary materials aligned with AIOU's print-based offerings.

Institutional announcements (admissions, examinations, results), convocation ceremonies, seminars, and public awareness programs are also available for the guidance and motivation purposes. General educational content, such as interviews with academics, career guidance, and societal issues, extending the university's public service mandate beyond enrolled students. Videos are systematically organized into playlists categorized by faculties, programs ranging from Matric to PhD levels, and events such as Workshops, seminars, conferences, and thematic series. This structured approach facilitates self-paced learning, supplementing traditional correspondence materials and broadcast media, and aligns with principles of cognitive multimedia learning (Mayer, 2021), where segmented, multimodel content enhances retention for distant learners.

The channel's effectiveness as a connective medium is evidenced by aggregate view counts, subscriber growth, and community engagement features. It bridges geographical barriers, particularly for students in remote areas with internet access, and complements IET's other digital services comprising cross-posting with FM Radio 91.6 and social media platforms. In the context of fifth-generation distance education (Taylor, 2001) characterized by interactive, internet-mediated models the channel exemplifies AIOU's transition from broadcast-era supplementation to on-demand, learner-centered digital delivery. However, challenges persist, including limited subtitle provision for accessibility, and dependency on user bandwidth in a country with uneven digital infrastructure.

The dedicated specialized faculty members develop scripts for radio, television, and digital multimedia programs in alignment with curricular objectives and pedagogical methods that address the unique demands of distance learners (AIOU, 2025). Script development forms a foundational element of multimedia production process. Effective scripts adhere to principles of clarity, conciseness, and learner engagement, to bridge the communication and psychological gap. In line with Mayer's (2021) multimedia principle, which suggests that

learners achieve deeper understanding when words and pictures are presented together rather than words alone, these scripts are designed to synchronize narration with complementary visuals, facilitating dual-channel processing (visual and auditory) and reducing extraneous cognitive load. This collaborative approach not only ensures content accuracy but also enhances motivational and explanatory functions, particularly for complex or abstract topics in technical and vocational courses. AIOU's scriptwriting capacity has been instrumental in producing thousands of programs since 1974, contributing to AIOU's scalable, low-cost multimedia model in resource-constrained environments (Jumani et al., 2011).

The designers of IET develops the art, graphic add illustrations required for the multimedia productions. A spacious modern and well-equipped design suits provide facilities required for the visual materials. Specialized software packages of programs and animated graphics are being utilized to achieve quality production which will further accelerate the pre and postproduction process multimedia design, web graphics technology and web program techniques proved to be value-added tools for accelerating production productivity (Zaki, 1975).The Design Department within IET employs skilled designers to create high-quality visual materials essential for multimedia productions. Housed in a modern, well-equipped studio with photographic suites and advanced digital tools, the department produces animations, graphics, illustrations, diagrams, and special effects for broadcast, non-broadcast, and digital formats (AIOU, 2025). These visual elements extend beyond mere decoration; they play a critical role in elucidating complex concepts, particularly for semi-literate or remote learners who may lack access to face-to-face instruction. Utilizing specialized software for 2D/3D animations, vector graphics, and interactive visuals, the department accelerates pre- and post-production workflows, enabling efficient integration into radio-vision formats, television programs, and YouTube videos content.

Grounded in Mayer's (2021) principles of multimedia learning, including spatial contiguity (placing text near corresponding graphics) and signalling (highlighting key elements via animations), these designs promote active cognitive processing by guiding attention, reducing extraneous load, and fostering generative processing for meaningful learning. Empirical evidence from ODL contexts underscores the value of animations in depicting dynamic processes that static print cannot convey effectively (Clark & Mayer, 2016). While enhancing production productivity and learner engagement, challenges persist in ensuring accessibility. In short, animations and graphics exemplify the transition toward fifth-generation interactive ODL, bridging textual correspondence with visually enriched digital experiences (Taylor, 2001). IET from time to time has arranged production technology workshops for capacity building of AIOU faculty as well as for the production staff training. Through these workshops, the faculty is trained in the skill of radio/TV script writing and get acquainted with different stages of production, script writing, recording, and editing. IET in collaboration with the faculty works on accelerating the distance education system according to the needs of the present era. It facilitates the educational process and provides educational opportunities across the globe through electronic courseware to students at their doorsteps. The concept and production of e-learning material for various courses are facilitated by IET.

The e-learning material maximizes the effectiveness, efficiency and appeal of instruction and other learning experiences for these students. Script editing, recording and transmission are done with the help of IET. Since its inception, IET started its contribution by conducting several training programs/workshops and seminars including Teachers' Orientation Courses,

National Workshop on Population Education, Education Seminars, Associated School Projects, Course Appraisal Workshops, POU and Education in Pakistan, Course Construction, Adult Education etc, in its early years. It worked in close collaboration with PBC, PTC, the Bureau of Curriculum and Textbooks of the Ministry of Education and the Integrated Rural Development Program of the Ministry of Agriculture (POU's First Year, 1975).

Embarking upon the journey of growth during 1976-77 approval was granted by the Ministry of Education, University Grants Commission and Planning Commission for acquisition of land for the University and the construction of buildings for the Institute of Educational Technology. In the coming years, a need was felt to expand IET. Therefore, IET was expanded with a Design Section; Program Production Section; Engineering Section; and Media Archives Section (Vice Chancellor's Report 1985-1988, 1989). Prof. Dr. Javed Syed, Vice Chancellor AIOU took the initiative of upgrading IET. The President of Pakistan Mr. Farooq Leghari inaugurated the IET's new studios. The vision was carried forward by Prof. Dr Mahmood ul Hassan Butt, Vice Chancellor AIOU. During his era a separate building for FM Radio was constructed at the IET building at a cost of Rs. 28.00 million. A centralized HVAC system was fixed in this building at a cost of 25.00 million (Vice Chancellor's Report 2005-2006, 2007). Prof. Dr. Nazir A. Sagi, Vice Chancellor, of AIOU, initiated the efforts for the AIOU TV channel. Under the leadership of Prof. Dr. Zia ul Qayyum, Vice Chancellor, AIOU, a TV license has been approved by PEMRA for the AIOU TV Channel (Qayyum, 2022).

Conclusion

IET is playing a pivotal role in transforming the open and distance learning system through the induction and application of multiple media and digital technology thereby connecting distant learners with academic content, teachers, and the institution at a distance. The mission of IET is to produce affordable high-quality service. Providing state-of-the art multiple media content mediated with electronic and digital technologies and facilitating distant learners with effective virtual learning has always been the core responsibility of IET. Fifty years of IET from 1974-2023 reflects the significance of digital technologies in facilitating digital learning.

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