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The Role of Economic Cooperation Organization (ECO) in Central Asia: An analytical study

ABSTRACT

After the emergence of land-locked Central Asian region, the Economic Cooperation Organization (ECO) became the attracted platform for the regional trade and cooperation. Most of the new states acquired membership in1992. The regional organization was expanded in terms of areas of cooperation after the inclusion of these states. Despite the potentiality of trade, commerce and defence cooperation, the organization has attained a fraction of what it should have gained. The failure to maximize its founding objectives can be attributed to the long-lasting international political instability in almost all the member states. The ineffectiveness of the organization has hindered all the members from acquiring the desired objectives which they have attached to it since its inception. After having seen its incompetence, the US has not taken any measures to direct and monitor the regional organization. This paper describes the ECO's formation, objectives, principles, membership and structure. It also analyses the role of ECO in Central Asia and the opportunities and challenges unfolded on account of it.

KEYWORDS: *ECO, Central Asia, regional cooperation, Opportunities and challenges.*

INTRODUCTION

The Economic Cooperation Organization (ECO) was the third key initiative based on region of Central Asia, but that was not established as much efficient as much SCO was. During the year 1992 the chiefs of Central Asia were largely anxious with the building of the nation. Attainment to the U.N. the World Bank and the International Monetary

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Fund (IMF) presented an exterior aspect to the autonomy of the nation. Further five countries then joined the Economic Cooperation Organization (ECO) and diverse non-financial organizations of regions in year 1992, mainly as a declaration of their sovereignty from Soviet Union and as a declaration of their individual non-Russian Islamic civilization, but they provided no essential dispensations of national guidelines sovereignty in contributing in any organization based on region. ECO that comprised entire of the Islamic countries that were Asian non-Arab west of India had been mostly unproductive. [1] It provided a stage to converse methods to enhance the growth and promotion of the trade and opportunities of investments. The mutual aim was to set up a single a marketplace for supplies and services alike the European Union. [2]

FORMATION OF ECONOMIC COOPERATION ORGANIZATION

The Economic Cooperation Organization (ECO) was an organization based on regions and worked between governments. The ECO was formed by Iran, Turkey and Pakistan in year 1985 in order to promote the financial, cultural and technical collaboration amongst the member republics. [3] It was the organization successor to Regional Cooperation for Development (RCD) which stayed in survival since years 1964 up to 1979. [4] The total area covered by this organization is 8,620,697 kilometers.

The ECO's roots could be traced to the organization of Regional Cooperation for Development (RCD), a regional organization set up by the same countries in the 1960s (1964-1979) to promote multidimensional regional cooperation aimed at building situations for continued socioeconomic development in its founding states. The Iranian revolution of 1979 ended the cooperation among its founders as hostility replaced friendship in Iran's bilateral relations with neighboring Turkey and Pakistan. As a sign of change in those relations, in 1985 the three neighbors restored this organization, which was important to their economic development for encouraging regional cooperation. Generally speaking, the new organization had the same aims and objectives as its predecessor, the RCD, while stressing the promotion of financial, cultural and technical collaboration amongst its member states. [5]

The Agreement of Izmir approved in year 1977 as the officially permitted structure for the RCD and later employed as the fundamental contract of ECO was tailored to supply an appropriate lawful foundation to changeover of ECO from RCD at the Meetings of Minister Level that was

held in June 1990 in the Pakistan's capital Islamabad. Subsequent the modification in the Agreement of Izmir; full launching of ECO came up in early 1991. [6]

The ECO did not grow in membership during the period of 1985-1992 because of the absence of potential members on good terms with its founding members. In year 1991 Soviet Union's breakdown and the sovereign states' climb in the Central Asian region and the Caucasus, followed by the toppling of the pro-Moscow government of Afghanistan in June 1992, provided grounds for the organization's growth. These developments enabled the ECO to expand in certain regions having natural historical, cultural, linguistic, religious, political, and economic ties to its founding members and among their constituent states. Moreover, all the regional states, as well as the ECO founding states, saw distinct merit in, if not necessity for, cooperation to deal with their various economic and social problems. [7] In their offer to launch to the exterior world and as a sign of their attention in reinstating their momentous relationships with Iran, Turkey and Pakistan, one Caucasian and five Central Asian countries Kazakhstan, Azerbaijan, Tajikistan, Kyrgyzstan, Uzbekistan and Turkmenistan together with Afghanistan, wanted and attained membership of ECO. [8]

Their membership inaugurated following their official attainment to the Agreement of Izmir of June 18, 1990, at a surprising summit that was held on May 28, 1992 in Islamabad by Council of Ministers of ECO. Hence, on February 16-17, 1992, all the new members, except Afghanistan, attended a meeting in Tehran and signed the 1ˢᵗ Summit Communiqué, the Tehran Communiqué. [9] On November 28, 1992, all seven states were officially admitted to the ECO as full members, increasing the number of member states to ten. This date of expansion has since been observed as ECO Day in all the ECO states. [10]

In November 1992, after the growth of ECO, from an organization comprising three to ten members, it added a latest aspect and latest function. Therefore, there was a harmony at all the stages of meetings of ECO that so as to augment the efficiency of organization, basic modifications were necessary in the arrangement and practical method of the ECO. In an unusual meeting held on September 14, 1996, of the Council of Ministers of ECO in Izmir and Turkey, the ECO amended the Agreement of Izmir. Plans to implement were also approved on organization's restructuring and reformation that directed its new life. [11]

OBJECTIVES AND PRINCIPLES OF ECONOMIC COOPERATION ORGANIZATION

The ECO was a regional economic organization. In setting its purposes and ideology after its expansion to ten members, it adopted the charter the name of Treaty of Izmir of 1996.

According to Article-II of Izmir Treaty the purposes [12] of the organization would be:

1. Maintaining financial growth of Member States;
2. Liberal elimination of buy and sell obstacles and encouragement of intra-regional deal and better part of ECO section in the expansion of worldwide business;
3. Steady incorporation of the Member States' economies with the economy of the world;
4. Growth of transportation and interactions infrastructure connecting the Member States with each other and with the outer globe;
5. Financial privatization and liberalization;
6. Enlistment and use of material assets of the region of ECO;
7. Efficient utilization of the trade and agricultural prospective of region of ECO.
8. Region based collaboration for drug violence manage, environmental and ecological fortification and intensification of past and civilizing binds amongst the peoples of the region of ECO and
9. Equally useful collaboration with local and global organizations.

According to Article-III of Izmir Treaty would be based on the following ideology: [13]

1. Autonomous impartiality of the member states and joint benefit;
2. Connecting of nationwide financial, growth policy with urgent and long-standing aims of the ECO to the level likely;
3. Combined endeavors to achieve freer entrance to marketplaces outer from the region of ECO for the raw stuffs and ended goods of the Member States;
4. Efficient use of ECO associations, accords and supportive planning with other local and global organizations with polygonal monetary associations;
5. Universal actions to expand a coordinated loom for contribution in local and worldwide preparations;
6. Understanding of financial collaboration plan and interactions in scientific, educational, cultural and technical domains.

MEMBERSHIP

ECO was a regional organization headquartered in Tehran and Official language was English. Until 1992, the ECO membership consisted of its three founding members, Iran, Turkey, and Pakistan. The membership increased to ten in the era after the Soviet as the disintegration of the USSR brought independence to Kazakhstan, Azerbaijan, Tajikistan, Kyrgyzstan, Uzbekistan and Turkmenistan, all of them applied for and was granted membership. As the pro-Soviet regime of Kabul collapsed in 1992, Afghanistan also became a member of the expanded organization. [14]

The ECO had the potential to expand, as certain regional countries (Armenia and Georgia) had expressed an interest in joining the ECO. This interest was understand-able, since they shared borders with Iran, Turkey, and Azerbaijan, with which they had extensive ties (Armenia with Iran, and Georgia with Iran and Turkey), and they had stable political and economic relations with other CIS members of the ECO. Armenia's membership bid had been blocked by both Azerbaijan and Turkey because of Armenia's occupation of the disputed territory of Nagorno-Karabakh and the adjacent Azeri land connecting it to Armenia (20 percent of the Azeri territory) since a cease-fire agreement in 1994 ended the civil war in Azerbaijan. No ECO members oppose Georgia's membership, thanks to its good relations with all ECO members. Yet, Tbilisi's enthusiasm for ECO membership seemed to have lessened since the ascension to power of President Mikhail Saakashvili, probably because of his close ties with Washington, which opposed the growth of a regional organization in which Iran played a pivotal role. In early 2009, there was no indication of a change of policy in Tbilisi regarding its ECO membership. [15]

STRUCTURE OF ECONOMIC COOPERATION ORGANIZATION

According to Article-V of Izmir Treaty, the ECO's arrangement would be, as the major parts of ECO, a Council of Permanent Representatives, a Council of Ministers, a Secretariat and Specialized Agencies in exact domains of collaboration and a Regional Planning Council. Regional organizations and informal groups might also be recognized by the judgment of the Ministers of the Council.

Following are the parts of ECO:

1. **THE COUNCIL OF MINISTERS (COM):** COM was the uppermost rule-building organization and collected of Foreign Affairs Ministers or

such other legislature of the rank of Ministers as might be chosen by the Government. It Ministers assembled as a minimum yearly one time by revolving amongst the Member States. [16]

2. **THE COUNCIL OF PERMANENT REPRESENTATIVES (CPR):** CPR comprised the Member States' Enduring Representatives or the Ambassadors credited to Iran in addition to the ECO and its Director General for Affairs of the Foreign Affairs Ministry of Iran. [17]

3. **THE REGIONAL PLANNING COUNCIL (RPC):** RPC was collected of the Chiefs of the Planning Organization of the Member States or such other legislature of parallel establishment. [18]

4. **THE GENERAL SECRETARIAT:** It comprised of a Secretary General. The Secretary General was to be selected and nominated by the Council of Ministers for a term of three years and that period can't be renewed and amongst the contenders selected by the Member States. It comprised of six Directorates underneath the administration of the Secretary General and his Deputies. Two Specialized Agencies and six Regional Associations had acts under the administration of the General Secretariat. [19]

ECONOMIC COOPERATION ORGANIZATION AND CENTRAL ASIA

In year 1992, with the appearance on the global prospect of the recently sovereign states of from Central Asian region and the Caucasus, the Sates of Muslims asked for support and assistance of Iran to gain its membership in a prolonged ECO. On the other hands, Iran also practiced with eagerness the attainment of all states of Central Asia into the ECO. The major objectives of the ECO comprised the augmentation of regional business, the elimination of obstacles and troubles in transportation business, the more incorporation of the states of Central Asia to the worldwide financial system and growing collaboration in the misuse of energy and natural assets. [20] The Economic Cooperation Organization's Trade Agreement (ECOTA), approved in Islamabad on 17 July 2003 was a march in the direction of eliminating the obstacles that had in history obstructed added financial collaboration and business between the associates. [21] The addition of membership of ECO to the past Soviet states of Central Asian region and the chance offered by the Caucasus to these states to expand their business associates, to lessen their past financial reliance on Russia and to attach with marketplaces to the South and West i.e. Iran, Pakistan and Turkey.

Not just was local incorporation significant owing to its steadying of periods of medium and long-standing strength inside the area all together, but more purposely, it would assist combine situation of Iran as a

competent and feasible energy transportation course from the surrounded by land Central Asian countries. [22]

Though ECO has not achieved the deserving academic concentration, it did cleave to an immense prospective for the upcoming era of financial and safety relationships in the region of Central Asia. In case ECO has not been a specific achievement narrative till then, it had surely not been a collapse. Certainly, argument can be made that no one of the organizations from region and institutions that had been formed in the result of the breakdown of Soviet could be described as irrefutable triumph stories. Region all together countenances numerous disputes closely bind to the appearance of the promising and therefore weak, Central Asian states. Sighted in this perspective, efforts of Iran to forge superior local collaboration via ECO had added to the organization of a local organization that grasps a great deal of capability for the time to come and had, at the very least, shaped a middling via which differences amongst associates could be reduced to the table of negotiation.

The main objective of the ECO's transport and telecommunication projects (both envisaged and achieved) was to ensure that member states were all interconnected by railways, roads, airlines and latest systems of telecommunication. In particular, a main target had been to provide landlocked members such as the Central Asian countries, Azerbaijan, and Afghanistan, trouble-free entrance to open seas via Iran to the Oman Sea and the Persian Gulf, via Pakistan to the Indian Ocean and via Turkey to the Black Sea and the Mediterranean Sea.

ECO has not been serious threats to the U.S. concerns in the region. The United States has good relations with almost all members of ECO, however it didn't have good diplomatic and economic relations with Iran since Islamic revolution in 1979. Washington's pressure on ECO members to limit Iran's economic gains in their relations with that country was another factor. After 9/11 the member states of the Economic Cooperation Organization were prepared for complete and inclusive collaboration with the U.S. and other allied nations in fighting terrorism in the region. The ECO members selected to help the U.S. on a personal base and reveal their individual favor for combat in opposition to the terrorism, a few even permitting to use their armed services and furthermore forming armed bases in their own lands.

CONCLUSION

The Economic Cooperation Organization (ECO) was established after the Cold War. It has never been an effective regional organization. Due to its key geo-strategic location, Afghanistan has been significant importance in

the ECO, Owing to internal and external reasons; the political instability in Afghanistan has also been a factor of ineffectiveness of the ECO. The members of ECO have same culture, religion and historical background. They should establish the rail and road link to the region and Europe. This organization has dismally failed to apply the treaty in fostering relations among the member states. The organization can greatly help the landlocked Central Asian region gain access to world market for exports and imports. However, when these states are out of the ECO, they will have to depend on Russia for trade with the world. The US exerted immense pressure on the member countries not to cultivate amicable relations with Iran, and avoid bestowing adequate leeway and space to Iran before the Iran nuclear deal signed in July last year. Since the ECO poses no threat to the US regional interest, the latter has so far hindered itself from any obstructive and insidious move against the regional organization. About the efficacy of the organization, only hope can be maintained because the non-seriousness of its founding members.

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Influence of Educational Technology in Teacher Education: An Evaluative Study

ABSTRACT

This study deliberate and explore the importance of Educational Technology in Teacher Education. This is the era of science and technology, manpower is advancing in all field of life. There is a need to connect technology with manpower for the enhancement of their strengths and capacity to create character building techniques. Technology plays a vital role in the promotion of development in all fields of human social life. In education, technology also revolutionized the entire important elements. It improves methodology, assists in the convention of Av Aids and in the development of curriculum. It also provide a sound bare to planed and manage the whole system of education. The overall strategy of this study was survey based. 150 teacher educators have been selected from stratified random sampling. Results and findings suggest that the educational system of Pakistan strongly needs technological advancement in all departments of academia and professional areas of education as well.

KEY WORDS: *Significance, Educational Technology, Influence, Teacher Education, Training Programs*

INTRODUCTION

Education is a lifelong process. It proceeds from birth to death and helps the child to adjust in continues changing world. Although the aim of education vary from time to time, and generation to generation but overall emphasis were always laid to the mental and physical development of the individual in which a way that grant a sound bare to adjust in society. In the beginning of 17th century science has flourished in the world. Scientific inventions, theories, methods and laws are prevailing day by day

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The modern education system is now based on scientific methods and technology, firm educational planning and policy making for the regarding the use of technology in education as well. It gradually increased and revolutionized the way we think, work and play. [1] betterment of implementing curriculum and in evaluation as well.[2] When it comes to sociological and cultural aspects, technology needs to be utilized in order to provide assistance in every manner and tools. The integration of technology in education can improve the learning process and bring drastic change in society which helps people to recognized their identity and value. Educational technology provides various software and hardware to trained and educate individuals effectively and efficiently (Silva, E). [3]

Many studies demonstrate that technology integration in curriculum and teaching learning process improves student's learning and outcomes. [4] The teachers of existing era can also upgrade their selves with the help of advancement in technology and its use in teaching and learning process will be the key to organize a systematic education. Teachers who recognize computers and other information about technology devices as problem solving tools can easily change the way they teach. They move from behavioral approach to a more constructivist

approach *(IBId)*. Technology helps to change teacher and student role and relationships. Students take responsibility for their learning outcomes, while teachers become guide and facilitators. [5]

PURPOSE OF THE STUDY

The purpose of this study is to provide assistance and guidance to teachers and educators in the field of Educational Technology. Moreover, educators will be able to

- Expand teaching beyond linear text based learning.
- Engage students to learn best through technology.
- Demonstrate concepts of Math and Science through computer, multimedia and other available technological devices.
- Enhance their skills in order to use or understand educational technology in a positive manner.
- Understand the process of updating their lesson planning according to national and international standards.

RELATED LITERATURE

The word "Technology" derived from Greek words "Techne" and "Logia". Technia means 'art" or "skill" while logia mean "knowledge" or 'study". It means technology is the art and skills to use and apply scientific methods and techniques to improve the standards of life.

Educational Technology is the prompt application of technology in the field of education. Educationist defined the term educational Technology in different ways. Basically it's all about the one who practices with their own experiences, even those who specialized in this field, failed to agree upon a single definition. [6]

Term educational Technology used first time in the report of Brynmor Jones, UK 1967. The national council of Educational Technology defined it as,

The development, application and evaluation of system techniques and aids are meant to improve the process of learning. [7]

Another important definition presented by Commission on Instructional Technology, USA as

"Educational Technology is a systematic way of designing, implementing and evaluating the total process of learning and teaching in terms of specific objectives based on research in human learning, communication and employ a combination of human and non-human resources to bring about more effective instruction. [8]

Above mentioned definitions represents the concept of Educational Technology, which shows that this is a systematic and organized process that improves quality of education. It deals with the development, implementing and evaluating the whole procedure, methods, maxims and techniques of teaching and aids. It helps to achieve desired educational objectives efficiently and effectively. It is a new track to get modern education and focuses on learning by doing. It allows that one can work comfortably by visualizing intimate connection with the material as well as enable them to expand their access to global information. Instructors can easily share ideas and experiences to their community by using this resource. It leads to communicate and assist a large number of people who are willing to get knowledge regarding their concerned fields. Classrooms and libraries of educational institutes are efficiently utilizing technology to make education and instruction much more interesting.

Urwin also pointed out the following characteristics of educational technology:

  I.   Application of modern skills and techniques in view of the desired objectives
 II.   Facilitation of learning by media and methods
III.   Control of environment for effective learning. [9]

In recent years, many surveys have been conducted on education system to explore, that Information and Communication Technologies (ICT) helps to enhance learning outcomes and improve access to education completely or not.. ICT literacy is the ability to use digital technology.

Communication tools and networks defines access, manage, integrate, evaluate, create and communicate information ethically and legally in order to function in a knowledge society.

Here, some few important things about role of ICT in education have been discussed in the forum at India: (Devotee of Dr. Abdul Kalam. following his path of Creating Creative Education in India, Contributing my works in "India Vision 2020)".

ICTs are often associated with the most expensive and complex computer based technologies; however, they also include conventional technologies such as radio, television and telephone etc. Once after the invention of internet, the transfer and exchange of information has become the easiest task just because of technology. The other supporting tools of instructions in learning which are utilized as Educational Technology are:

1. **Collaborative Learning**: is different from the traditional approach to instruction in which the instructor is the major source of knowledge and skills. The direct transfer method in computer-based learning and training systems is used in this approach.

2. **E Learning**: the new e-learning places increased emphasis on social learning and use of social software such as blogs, wikis, podcasts and virtual worlds.

3. **Linear learning:** refers to self-paced learning activities delivered on a computer or handheld devices such as a tablet or smart phone.

4. **Media:** numerous types of physical technology are currently used like: digital cameras, video cameras and interactive whiteboard tools, document cameras, electronic media, and LCD projectors, included blogs, collaborative software, Portfolios, and virtual classrooms as well.

5. **Virtual Class Rooms:** provides the opportunity for students to receive direct instruction from a qualified teacher in an interactive environment by using computer.

6. Audio and video: a synchronous educational vehicle, radio, Classroom microphones, wireless. Video technology has included VHS tapes and DVDs etc.

7. **Computers, tablets and mobile devices:** enable learners and educators to access websites as well as programs such as Microsoft Word, PowerPoint, PDF files, and images

8. **Social networks:** social networking sites are virtual communities for people interested in a particular subject to communicate by voice, chat, instant message, video conference, or blogs.

9. **Webcams:** have enabled creation of virtual classrooms and virtual learning environment.

10. **Whiteboards:** current interactive whiteboards and smart boards allow learners and instructors to write on the touch screen.

11. **Screen casting:** allows users to share their screens directly from their browser and make the video available online so that other viewers can stream the video directly.

12. **E-learning authoring tools:** these tools typically support conventional, presentation-like courses, and may enable screen recording, multimedia, interactivity, quizzes, and non-linear or adaptive approaches.

13. **Learning management system:** is software used for delivering, tracking and managing training and education.

14. **Learning content management system:** is software for author content (courses, reusable content objects).

15. **Computer-aided assessment:** ranges from automated multiple-choice tests to more sophisticated systems.

16. **Electronic performance support system:** is, according to Barry Raybould, "a computer-based system that improves worker productivity by providing on-the-job access to integrated information, advice, and learning experiences".[10]

SIGNIFICANCE

It has been mostly said by researchers and educators that. "Technology is a wave of the future." There's no any contradict statement in front of this saying. It's actually the wave of the present era. The National Accreditation Council of Teachers Education (NACTE) said the same thing. In their recent reconstruction of the definition of literacy in the 21st century, NACTE focused more on the technologies that are becoming imperative to literacy education. Their definition states:

Because technology has increased the intensity and complexity of literate environments, the twenty-first century demands that a literate person possess a wide range of abilities and competencies, much literacy. These literacies from reading online newspapers to participating in virtual classrooms are multiple, dynamic, and malleable. As in the past, they are inextricably linked with particular histories, life possibilities and social trajectories of individuals and groups. Twenty-first century readers and writers need to:

• Develop proficiency with the tools of technology.
• Build relationships with others to pose and solve problems collaboratively and cross-culturally.
• Design and share information for global communities to meet a variety of purposes.
• Manage, analyze and synthesize multiple streams of simultaneous information.
• Create critique, analyze, and evaluate multi-media texts.
• Attend to the ethical responsibilities required by these complex environments.

Gates Foundation (2012) found that teachers say they need more tangible learning resources such as instructional materials workbooks, technology, software programs, textbooks, and mixed method strategies. [11] Many teachers also feel that they need support to help them learn best practices and to master strategies for differentiation of instruction to address individual student learning needs. Furthermore, they want to learn teaching practices that instruct and engage students in the best possible ways. Last, teachers say that professional learning has very strong impact on student achievement. [12] Continuing challenges to the integration of technology in teacher education programs include availability and access to equipment, funding limitations, training, and instructional and technical support. [13]

E-learning is a type of computer-supported collaborative learning (CSCL). From an e-learning perspective, conventional e-learning systems were based on instructional packets, which were delivered to students using assignments. Assignments were evaluated by the teacher. In contrast, the new e-learning places increased emphasis on social learning and use of social software such as blogs, wikis, podcasts and virtual worlds such as Second Life. [14] This phenomenon has been referred to as Long Tail Learning. [15]

E-learning in contrast to e-learning systems not based on CSCL, assumes that knowledge (as meaning and understanding) is socially constructed. Learning takes place through conversations about content and grounded interaction about problems and actions. Advocates of social learning claim that one of the best ways to learn something is to teach it to others.

In addition to virtual classroom environments, social networks have become an important part of E-learning. Social networks have been used to foster online learning communities around subjects as diverse as test preparation and language education. [16] Mobile Assisted Language Learning (MALL) is the use of handheld computers or cell phones to assist in language learning. Traditional educators may not promote social networking unless they are communicating with their own colleagues. [17]

RESEARCH METHODOLOGY

The overall strategy of this study was survey based. 150 teacher educators have been selected to filled 100 questionnaires. It will help to ensure the true representation of entire population of the teachers working in a public and private teachers training institutions of Karachi.

Liker type rating scale consists of 10 items with five option has been used in research tool. Data were collected through personal visit. The statistical

procedure used to evaluate results via percentage of responses of respondent.

RESEARCH FINDINGS

Findings of the study are as follows:

1. 80% respondents out of 100 were agreed that technology integrating in the curriculum improves student's learning process and outcomes.
2. 66% respondents out of 100 agreed that Educational technology helps teacher educator's move from behavioural approach to constructive approach.
3. 68% respondents out of 100 strongly agree for the effective use of educational technology in teacher education in order to develop conceptual learning of the students.
4. 84% respondents out of 100 agreed that with the use of educational technology, students become more responsible and be able to deal with the problematic situations ending up in success and educator become facilitator or guide instead of typical predictable teacher.
5. 76% respondents out of 100 want in-service training to integrate technology effectively.
6. 85% respondents out of 100 agreed as well that educational technology make teaching more attractive and effective as compare to conventional methods.
7. 50% Respondent out of 100 are divided in opinion that the information and data received through searching and browsing is purely correct and up to date.
8. 76% respondents out of 100 agree that technology has brought drastic changes in the life of disabled as well.
9. 79% respondents out of 100 agree that education through technology advance the world view of the students regarding globalization and as a global city dweller.
10. 52% respondents out of 100 are reluctant to use internet video conferencing and multimedia in teachers training programs because of fear of unawareness.

CONCLUSION

To ensure success in learning outcomes, teacher educators need to cooperate the extensive use of both software and hardware approach of educational technology in teaching learning process in order to enhance students learning. Through different resources educators should be motivate students as well as trainee teachers accordingly to the best level of competency and polish their skills for bright future. Educational technology also enhances the conceptual learning, analytical thinking and develop technological liter nation.

The educational system of Pakistan strongly needs technological advancement in all departments. Education is the only key to open the door of success in today's new world of competition. The entire ground of education and socio economic development needs revolutionary change in curriculum, methodology, management and attitudes of people regarding the awareness and use of Educational Technology.

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