CHAPTER-V
SUMMARY AND CONCLUSIONS

5.1 INTRODUCTION

India can take pride in the accomplishment of the past six decades of independence. It has created research institutions, expanded the role of colleges and universities, built then the enviable Indian Institutes of Technology and has enhanced accessibility to schools and colleges for the general masses. Indian Government has provided greater academic opportunity for succeeding generations by increasing the availability of free and compulsory education at elementary level and has also subsidized higher technical education. Wide efforts by the government of India for extending the facilities like in higher education free ships, scholarships, establishment of mobile institutions, tribal hostels and women hostels, reservation / relaxation of merit percentage for admission even in professional and non-professional courses for the disadvantaged population groups of our society i.e., SC/ST/OBC/MC, our system of education is producing a large chunk of unemployables. As a result, Indian education system has made only 74.08 percent of our population literate in India. It is frustrating that out of 74.08 percent of literate population there are 48.7 million graduates. Whereas, the percentage of graduates, post-graduates and doctorates in the rural sector is 7.2 percent. In others words, it indicates that wide infrastructure and huge expenditure on conventional system of education could not attract majority of our population to schools and colleges. Therefore, indicating the need for alternative system of education.

Distance education being an alternative system of education is rapidly developing mode of learning. Open / distance system of education is considered as important system of education both in the developed and developing nations. Distance education system applies new techniques of learning and pedagogical models of study. Presently, distance education system is playing an important role in dissemination of knowledge through non-formal mode by organizing learning activity outside the structure of the formal education i.e., consciously
aimed at meeting specific learning needs. Similarly, distance education is a method of indirect instruction, implying geographical and emotional separation of the teacher and taught.

In brief, India have one National Open University (IGNOU), 13 State Open Universities and more than 106 Directorates/Institutes of Distance Education/Department of Correspondence Education Courses attached to the regular universities in the country. All these institutions of distance/open learning offer widest range of programmes viz. from certificate to research degree level in subject areas as diverse as possible from science, technology, health care management, liberal arts and commerce. Over the years the distance education has emerged as a democratizing force. For instance, enrolment in distance education during 1975-76 accounted for 0.60 lakhs and 15.80 lakhs in 1999-2000. The share of distance education, which was only 2.35 percent of the total enrolment in higher education in 1975-76, improved to 19 percent by 2004, 21 percent in 2006 and 23% in 2010. The enrolment of non conventional learners in Open Universities and Correspondence Institutes in India shows that Open Universities account for 37 percent and all the Correspondence Courses Institutions 64% in 2010, this clearly shows that the Correspondence Courses Institutes (CCI’s) in the country enroll more students than the combined enrolment strength of all the Open Universities in India.

Analysis of enrolment pattern indicates that of the total enrolment in distance education male learner accounted about 59 percent and those female learners accounted about 41 percent. Further analysis of the enrolment of the distance learners indicates that around 12 to 15 Directorates accounted for more than 80 percent of the total enrolment of distance education students with over 10,000 students on the rolls (a couple of it even crossing one lakh strength) which are termed as viable Directorates and the remaining Directorates with lesser absorption were termed as non viable institutions as reported by the proceedings of the Vice- Chancellor Conference report, Hyderabad 1989-90 and Allahabad 2010.
Much has been said but no serious effort has been made to identify the key role players of illiteracy i.e. disadvantaged groups in the country in general and J&K in particular. Disadvantaged groups have cropped up because of geographical inaccessibility, communication inaccessibility, lack of transport facilities, lack of resources, lack of employment opportunities, under-employment, seasonal employment, rural and urban background and gender bias. Minorities, such as SC/ST/OBC and other disadvantaged population groups even among the super castes, industrialists / workers / landlords, the landless workers, the rich and the poor are all detrimental for healthy growth and development of a society. Distance Education institutions in the State of J&K have been working to promote literacy and education in the country. Large number of courses have been introduced in the non-conventional institutions i.e., Distance Education Institution. The quality of these courses being organized is open / distance education institutions is the main concern of DDE / CCI. The scenario of development of open / distance education in India is fast changing. As a result, it has been noticed that rate of growth of distance education learners in the country is continuously increasing by 20% annually. In view of the increase in the number of distance learners enrolled in our institutions is imperative to evaluate the programmes organized by non-conventional system of education i.e., Distance Education Institutions.

5.2 STATEMENT OF THE PROBLEM

“A Comparative Study of Distance Education Programmes of Jammu and Kashmir Universities”

5.3 OBJECTIVES OF THE STUDY

Present study will have the following objectives:

• To study and compare the admission procedures of distance education programmes of Jammu & Kashmir Universities.

• To study and appraise the objectives of distance education programmes of Jammu & Kashmir Universities.
• To study and compare the fee structure of distance education programmes of Jammu & Kashmir Universities.
• To study and compare the curriculum framework of Under Graduate/Post Graduate Programmes of distance education programmes of Jammu & Kashmir Universities.
• To study and compare the methods of instruction at Under Graduate/Post Graduate programmes of Directorate of Distance Education of Jammu & Center of Distance Education of Kashmir Universities.
• To study and compare the pattern of Internal Assessment (Assignments/Class test) at Under Graduate/Post Graduate programmes of Directorate of Distance Education of Jammu & Center of Distance Education of Kashmir Universities.
• To study and compare the students support services provided at Under Graduate/Post Graduate programmes of DDE of Jammu & CDE of Kashmir Universities.
• To study and compare the Evaluation pattern of DDE of Jammu University and Kashmir University at Under Graduate & Post Graduate level.
• To study and compare the problems of Distance Learners at Under Graduate/Postgraduate programmes of DDE of Jammu & CDE of Kashmir Universities.
• To study and compare pass percentage of the distance learners of DDE, University of Jammu and CDE, Kashmir University at UG and PG level.

5.4 HYPOTHESES
Directed to the objectives of the present study, following hypotheses have been formulated:

I) There exists no significant difference between the number of male and female distance learners in both the Universities i.e. DDE, Jammu University and CDE, Kashmir University.
II) No significant differences exist between the number of employed and non-employed distance learners from DDE, Jammu University and CDE, Kashmir University.

III) There is no significant differences exist in pass percentage of distance learners enrolled with B.Ed course of DDE, Jammu University and CDE, Kashmir University.

IV) A significant difference do not exist between the pass percentage of the distance learners enrolled with L.L.B. (Academic) course of DDE, Jammu University and CDE, Kashmir University.

V) No significant differences exist in pass percentage of M.Ed course of DDE, Jammu University and CDE, Kashmir University.

VI) There exist no significant differences in pass percentage of distance learners enrolled with M.A (Urdu) course of DDE, Jammu University and CDE, Kashmir University.

VII) A significant difference does not exist in the pass percentage of distance learners enrolled with M.Com course of DDE, Jammu University and CDE, Kashmir University.

VIII) There is no significant difference exist in pass percentage of distance learners enrolled with M.A (English) course of DDE, Jammu University and CDE, Kashmir University.

5.5 DELIMITATION OF THE STUDY

The study will confine only to 1000 distance learners of:

1. Under Graduate (UG) & Post Graduate (PG) Programmes of both the universities (i.e Jammu & Kashmir University)

2. Certificate and Diploma courses will not be studied.

3. Technical courses will not be studied.

4. Psychological factors such as achievement and aptitude etc will not be studied.
5.6 OPERATIONAL DEFINITIONS OF THE TERMS:

The operational definitions of some terms used are stated below:

- **Distance Education**: Distance education is the mode of study where learner can study without leaving his/her work residential place.

- **Distance Learner**: Distance learner is a student enrolled for course through distance education institutions.

- **Distance Education Programme**: Distance education programme is one of the course listed in the list of academic courses organized by distance education institutions.

- **Under Graduate Courses**: Under Graduate courses are the academic courses/activity organized by the distance education institutions at under graduate level.

- **Post Graduate Courses**: Post Graduate courses are the academic activity organized by the distance education institutions at post graduate level.

- **Professional Programme**: Professional Programme means courses organized by distance education institutions such as B.Ed, M.Ed, B.Lib, M.Lib, etc.

5.7 METHODS AND PROCEDURES

DESIGN OF THE STUDY

A research design is a detailed plan of the investigation. Infact, it is a detailed procedure of analyzing the obtained data. The research design thus may be designed as the sequence of those steps taken a head of time to ensure that the relevant data will be different in way that permits objectives formulated with respect to research problem.

Keeping in view the above facts, the current study is a descriptive in nature. Descriptive research studies are design to obtained pertinent and precise information concerning the current status of the phenomena. This method describes what exist at present. This is concerned with conditions or relations that exist in practice that prevail, beliefs, point of view or attitude that are held
and affect that are being felt or the trends that are developing. According to J. Best (1981). “A descriptive study describes and interprets what it is concerned with the conditions or relation that exist opinion that are held, process that are going on, effects that are evidence or trends that are developing. It is primarily concerned with the present, although it after considers part events and influences as they relate to current conditions”. Smith and Glass (1981) states that, fundamental purpose of descriptive survey research is to describe the characteristics or variable in population by directly examining samples.

The present study is essentially a descriptive exploratory research wherein the investigator has used a locally constructed questionnaire to conduct in depth study of the problem.

5.8 SAMPLE

Since in educational research, it is neither practically expedient nor scientifically desirable to approach the total accessible population, thus a part of population a sample was selected and studied.

In the present study,

- The data was collected from 1000 distance learners of Under Graduate (UG) and Post Graduate (PG) programmes offered by Distance Education Institutions of both the universities (i.e. DDE, Jammu University and CDE, University of Kashmir).
- The data was collected from 500 distance learners from DDE, Jammu University i.e. 250 of Under Graduate and 250 of Post Graduate courses each.
- The data was consisting of 250 distance learners of Under Graduate and 250 of Post Graduates from CDE, of University of Kashmir.
- The sample was consisting of at least 100 female distance learners from DDE, Jammu University and 100 distance learners from CDE, University of Kashmir.
- The data was also collected from teachers and administrative staff of DDE, Jammu University and CDE, University of Kashmir.
The sample of distance learners was extracted from the 500 distance learners enrolled with DDE, Jammu University during the session 2006-07. It is worthwhile to mention that distance learners of Jammu University, enrolled with the Directorate Distance Education at headquarter and study centers situated in six districts housed in the colleges affiliated to Jammu University. The personal contact programme of the session 2006-07 and 2007-08 was held at Directorate of Distance Education, Jammu University in the month of February, 2007 and September, 2008. The personal contact programme of CDE, Kashmir University session 2006-07 and 2007-08 was held at Govt. College of Education, Jammu and Luthra College of Education, Jammu. The total data from 1050 distance learners was collected as initial sample, out of which data of 1000 distance learners was taken as final sample. The questionnaire fully completed in all respect was taken into account.

5.9 TOOLS

In research, selection of tools is made while keeping in mind, the relevance of tools in accordance with the objectives of the study. In view of the nature of the problem, the investigator designed and constructed questionnaire to obtain responses of the learners, teachers and administrators with respect to different component of distance education viz., admission, fee, PCP, SSS, evaluation, etc.

5.10 STATISTICAL TECHNIQUES EMPLOYED

1. In the present study the investigator has used simple statistical technique called as, “calculation of percentage”. Herein, firstly falls where ticked while working out the frequencies of the each type of responses given to every item which after “calculation the percentages” of these frequencies of each item by “calculation of percentages”. The investigator worked out with the help of the formula. (Frequency of the group / Total No. of Sample x 100) On the basis of these frequencies and percentages, the
investigator analyzed the data which has been given in the subsequent tables.

2. Chi-square test have been used to work out the differences on the variables of discrete nature i.e. sex, employment, etc between the distance learners of DDE, Jammu University and CDE, Kashmir University.

3. C R - test were employed to work out the difference between the pass percentages of distance learners of DDE, Jammu University and CDE, Kashmir University.

5.11 CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER STUDY

5.11.1 ADMISSION PROCEDURE

With regards to admission, the study reveals that about 90% distance learners from DDE, Jammu University and 72.2% distance learners from CDE, Kashmir University needs guidance in selecting the course, 83.60% from DDE, Jammu University and 94.60% from CDE, Kashmir University are having sufficient information to make choice for admissions and 87.6% and 89% are in favour of tuitions. Majority of the distance learners i.e. 93.4% from DDE, Jammu University and 97% from CDE, Kashmir University are also in favour of restructuring the existing fee structure. About 95% distance learners from DDE, Jammu University and 86% distance learners from CDE, Kashmir University are in favour of paying fee in two installments. 97% distance learners from CDE, Kashmir University and 94% from DDE, Jammu University feel the need of introducing meritorious scholarship. About 98% distance learners from DDE, Jammu University & 93.6% distance learners from CDE, Kashmir University are in the position to give their views and majority of them are in favour of giving priority to the place of residence for admission to DDE, University of Jammu and CDE, University of Kashmir.

The study shows that the admission procedures in both the universities i.e. DDE, Jammu University and CDE, Kashmir University, followed the merit basis,
entrance test was not the criteria for the admission, and there is a reservation of seats for Schedule Caste, Schedule Tribes, Other Backward classes and Physically Challenged students. Admissions to various courses are made using counseling and mass media, viz. radio, TV and newspapers by both the universities. The distance learners from both the universities i.e. DDE, Jammu University and CDE, University of Kashmir feel that the admission procedure should follow merit bases, change in fee structure, and installment in paying of fee. The enrollment to various courses is higher in DDE, Jammu University as compared to CDE, Kashmir University due to some unavoidable circumstances i.e. Militancy, shortage of cybercafé, inaccessibility of Internet, lack of mobile phone access facility, etc at Kashmir.

5.11.2 OBJECTIVES

Directorate of Distance Education (DDE), Jammu University and Centre of Distance Education (CDE), University of Kashmir aims at diversifying and proliferating quality educational opportunities to the learning community in order to share knowledge and skills for the welfare of mankind. In nutshell, both the institutions aspire for quality, excellence and surveillance with the spirit to service the mankind and the people of J&K State.

5.11.3 FEE STRUCTURE

The study reveals that the fee structure for B.A (Arts) and B.Com, three year course for DDE, Jammu University is 3100/- per year on the contrary these courses are not run by CDE, University of Kashmir. The fee structure for B.Ed. and M.Ed. courses for DDE, Jammu University are 8500/- (each) for full course on the other hand for CDE, University of Kashmir, the fee structure for B.Ed. and M.Ed. courses are 12,225/- (each) for full course. The fee structure for M.A (Urdu) is 6540/- for Jammu University and 6225/- for CDE, University of Kashmir. LLB (Academic) has fee structure 5900/- for DDE, Jammu University and 6,225/- for CDE, Kashmir University. M.Com Course run by DDE, Jammu University has fee structure 5780/- and 6,225/- for CDE, Kashmir University. The fee structure for M.A (Hindi) and M.A (Sociology) for DDE, Jammu University is 6540/- and 8940/- respectively for both the courses. M.A (Fisheries) course run by DDE,
Jammu University has fee structure 90,000/- for 3 years. DDE, Jammu University and CDE, Kashmir University have fee structure 6540/- and 10,225/- for M.A (English) course. M.Sc. (Math) and M.A (Economics) have fee structure 10,225/- and 6,225/- for CDE, Kashmir University.

DDE, Jammu University is organizing undergraduate course in arts and commerce streams, whereas CDE, Kashmir University is not organizing any course at undergraduate level. The fee structure of the courses i.e. LLB (Academic), M.A (Urdu), M.Com are almost the same for both the distance education institutions of Jammu as well as Kashmir Universities. On the contrary, the fee structure for M.Ed. and B.Ed. courses is high on the side for the courses offered by CDE, Kashmir University as compare to DDE, Jammu University. Additional courses like M.A (Hindi), M.A (Fisheries), and M.A (Sociology) are organized by DDE, Jammu University. The courses like M.Sc. (Math) and M.A (Economics) are the specialty of CDE, Kashmir University. The fee structure of most of the courses organized by CDE, Kashmir University is on higher side as compare to DDE, Jammu University.

5.11.4 COURSE MATERIAL

About 94.2% distance learners from DDE, Jammu University and 97% distance learners from CDE, Kashmir University express that the course material needs to be further modified and reviewed 87.2% distance learners from DDE, Jammu University and 94.2% distance learners from CDE, Kashmir University want to remove the vagueness of language in the study material. 92.0% distance learners from DDE, Jammu University and 94.8% distance learners from CDE, Kashmir University want the early receipt of the study material and 98.4% from DDE, Jammu University and 95.8% from CDE, Kashmir University express that the study material must not contain the printing mistakes. 85.4% distance learners from DDE, Jammu University and 88% distance learners from CDE, Kashmir University feel that additional books should be issued from library for intensive study. About 91.8% & 95% distance learners from Jammu and Kashmir Universities respectively express that the dispatch procedure of the study material should change 90.8% and 90.2% distance learners from Kashmir and
Jammu Universities respectively express that the course material should be complete and continuously updated, modified and changed from time to time. The distance learners from both the universities need modification, revision of course material, remove of vagueness, mistakes, early dispatch of study material and also need more extra looks to make their notes. The distance learners from both the universities feel that the dispatch procedure of study material should be changed and the study material should be complete and also continuously updated and change and modified from time to time.

The course material provided by DDE, Jammu University and CDE, University of Kashmir to the distance learners for intense study is more or less like a textbook. The materials are developed by the experts and edited meticulously for which experts are paid reasonable honorarium. Distance learners of DDE, Jammu University as well as CDE, University of Kashmir expressed that the course material needs to be further modified and revised. The distance learners of both the institutions express that vagueness of language in the study material need to be immediately removed. Distance learners also express the early and on time receipt of the study material. The study material need not to contain the printing mistakes. Learners of DDE, Jammu University express that supplementary study material and additional books should be issued from library for intensive study. The distance learners of both the universities feel that the dispatch procedure of the study material needs big change. Distance learners from CDE, University of Kashmir express that the course material should have detailed content matter and also continuously updated, modified and revised from time to time.

5.11.5 PERSONAL CONTACT PROGRAMME

In respect of personal contact programme (PCP), about 45.80% distance learner from DDE, Jammu University and 81% of the distance learners from CDE, Kashmir University feel need of hostel during PCP. For making PCP programme more effective, 92.80% distance learners from DDE, Jammu University and 89.8% from the CDE, Kashmir University express the need of university transport facility. About 88% of distance learners from DDE, Jammu
University and 71.60% of distance learners from CDE, Kashmir University and 90% and 99% distance learners from Jammu & Kashmir Universities respectively feel the need to use video cassettes and keep in mind the individual difference during PCP/counseling. 87.80% distance learners from DDE, Jammu University and 90.60% of the distance learners from DDE, Jammu University feel that they should appear in the class test with full preparation. The distance learners respectively from Jammu and Kashmir Universities express the need of result of class tests from examination point of view. About 93.40% and 95.40% distance learners from Jammu and Kashmir Universities feel the need for the enrichment of counseling session by enhancing student’s interaction.

Both the universities i.e. DDE, Jammu University and CDE, University of Kashmir organized about 20 days PCP for clearing the doubts of the distance learners and cover the syllabus of the course where the instructions from the experts from various universities are given to the distance learners. Distance learners of CDE, Kashmir University, express the need of hostel facility to make the PCP effective as compare to the distance learners of DDE, Jammu University. Distance learners also feel that the university transport facility need to be provided for making the PCP more effective. During PCP programme, teachers need to use video-cassettes, to take classes with full preparation, lectures should be delivered by the experts. The date of PCP should be announced at least 2 months before. Distance learners express need for the enrichment of counseling session by enhancing student’s interaction. The distance learners express the need to appear in class tests with full preparation. They also need the results of these class tests from examination point of view. The distance learners feel that the teacher should keep in mind the individual differences while teaching during PCP. Distance learners from DDE, Jammu University are reported to be much satisfied with respect to the PCP work as compare to PCP work of CDE, Kashmir University.

5.11.6 METHODS OF INSTRUCTION

The study reveals that the method of instructions at DDE, Jammu University is essentially based on the supply of self learning material for home
study duly supported by assignments, PCP, library facilities when compare with CDE, Kashmir University, it reveals that self-learning material is not provided for LLB (Academic) course. The self-learning material provided to all the distance learners of DDE, Jammu University is better as compare to study material provided by CDE of Kashmir University. Fifteen days personal contact programme is conducted by Distance Education Institutions of both the universities i.e. Jammu and Kashmir universities for the learners to seek personal guidance and counseling.

5.11.7 HOME ASSIGNMENT

With regards to Home Assignments, about 76% of the distance learners from DDE, Jammu University and 67% distance learners from CDE, Kashmir University express the need of some extra questions in the assignments from the examination point of view. 93% & 91.20% distance learners respectively from Jammu and Kashmir Universities feel the need of library facility to prepare the assignments. About 93.20% & 92.40% distance learners form Jammu & Kashmir Universities need more time for the submission of assignments and about 49% & 72% distance learners respectively form Jammu & Kashmir Universities want extra help from teachers for preparing the assignments. About 82.60% and 71.60% distance learners form Jammu & Kashmir Universities express the need of checking of assignments properly. About 75% and 70% distance learners form both the Universities i.e. Jammu and Kashmir feel satisfaction with the process of evaluation of home assignments. About 97% the distance learners form DDE, Jammu University express satisfaction with the awards received for assignments/class tests from the evaluator on the other hand 68% distance learners form CDE, Kashmir University express satisfaction with the awards received for assignments/class tests.

The submission of assignments in both the Universities i.e. DDE, Jammu University and CDE, University of Kashmir is compulsory. The scores obtained by the distance learners in the assignments are given weight age (25%) in their final examination results. The distance learners from both the universities feel that there is a need of extra questions in the assignments. The
assignment’s questions needs to be prepared keeping in view the final examination. The library facility needs to be strengthen to enable learners to prepare the assignments, more time need to be provided for the submission of assignments, extra help from teachers for preparing the assignments and should be checked properly. **The distance learners of DDE, Jammu University are reported to be more satisfied with home assignments, awards received, whereas the distance learners from CDE, Kashmir University are less satisfied as compare to DDE, Jammu University with respect to home assignment work and their evaluation.**

5.11.8 STUDENT SUPPORT SERVICES

With respect to student support services, about 93.8% of the distance learners from DDE, Jammu University and 99% distance learners from CDE, Kashmir University feel the need of efforts by support services to have contact between distance learners and teachers. 91.20% distance learners from DDE, Jammu University and 93.80% distance learners from CDE, University of Kashmir seeks help for telephone facility. 94.20% and 97.80% distance learners from Jammu and Kashmir Universities also want quick library and media facility. The distance learners i.e. 84.40% from Jammu and 95.20% from Kashmir University feel the need to change the procedure for replying their personal letters and phones. About 95% distance learners from DDE, Jammu University and 96% distance learners from CDE, Kashmir University express satisfaction with the support services provided by the institution.

The distance learners from DDE, University of Jammu and CDE, University of Kashmir feel that the support services provided by both the universities are not sufficient and hence extra efforts should be made aggressively to strengthen student support services to bridge the communication gap in between distance learners and teachers. Distance learners should be provided help to seek information on telephone, quick library service and media facility from the institution. **The distance learners from DDE, Jammu University and CDE, University of Kashmir feel that there should be change in the procedure for answering the personal letters and phones calls with**
regard to their queries. The distance learners from DDE, Jammu University are reported to be more satisfied with the support services as compare to CDE, Kashmir University.

5.11.9 EVALUATION

About 98% distance learners from DDE, Jammu University 95.80% from CDE, Kashmir University feel that the distance education programmes help in improving the working skills and increase of personal growth. 93.8% distance learners from DDE, Jammu University & 97.6% distance learners from CDE, Kashmir University express that the distance education programmes should be changed from time to time so that it meet the aims and objectives. About 74.8% distance learners from DDE, Jammu University and 98.0% distance learners from CDE, Kashmir University reveals that the distance education programmes should reach to the expectation of the distance learners. Majority of the distance learners i.e. 77.8% and 72% from DDE, Jammu University and CDE, Kashmir University respectively wants the early declaration of results. The distance learners from both the universities i.e. 88.8% from DDE, Jammu and 72.8% from DDE, Kashmir feel satisfaction with the marks obtained after evaluation and method of evaluation.

Distance learners of DDE, Jammu University and CDE, University of Kashmir express the need of early declaration of result. Distance learners from both the universities feel that distance education programmes helps in improving the working skills and enhance of personal growth. Distance learners feel that distance education programmes need constant change from time to time so that it may meet out the aims and objectives and the expectation of distance learners and their employees. The distance learners from DDE, Jammu University and CDE, Kashmir University feel satisfied with the method of evaluation and marks obtained after evaluations.

5.11.10 PROBLEMS OF DISTANCE LEARNERS

Distance learners from DDE, Jammu University and CDE, Kashmir University expressed problems in admission process, fee structure, and payment of fee in one installment and want fee concession and meritorious scholarships
as compared to distance learners from CDE, Kashmir University. The distance learners from both the universities expressed the need of improvement in course content, library facilities, student support services, detailed marks card delivery procedure, proper evaluation of response sheets. The distance learners from DDE, Jammu University expressed the need of early delivery of study material and change of issuance procedure of books from the library, whereas distance learners from CDE, Kashmir University expressed that their study material is incomplete, carrying printing mistakes and less motivating. **The distance learners from DDE, Jammu University** opinioned that for stimulation, motivation, interactivity and relevance, there is a need to supplement the study materials, computers, over head projectors and tele–conferencing, whereas distance learners from CDE, Kashmir University expressed the need to improve the quality of existing programmes.

5.11.11 PASS PERCENTAGE

With regard to the study shows that the pass percentage during the year 2006 – 07 for various courses run at DDE, Jammu University and CDE, Kashmir University is as under: the pass percentage of B.A (Arts) course of DDE, Jammu University is reported to be 23.45% and that of B.Com is 22.22%, whereas also to some circumstances these courses are not run by CDE, Kashmir University from 5 years facts. The pass percentage for B.Ed. Course for DDE, Jammu University is reported to be 45.90% and that of CDE, Kashmir University is 70.86%. LLB (Academic) Course has pass percentage 28.3% for DDE, Jammu University, whereas 76.08% is for CDE, Kashmir University. M.Ed. Course run by DDE, Jammu University has pass percentage 30.76% and CDE, Kashmir University has 58.70%. The pass percentage for M.A (Urdu) course is reported to be 45.76% for DDE, Jammu University and 96% for CDE, Kashmir University. M.Com Course has pass percentage for (2006-2007) is 13.52% for DDE, Jammu University and 47% for CDE, Kashmir University. M.A (English) has pass percentage 21.50% for DDE, Jammu University whereas the 1st Batch of this course in CDE, Kashmir University was started from (2006-2007). M.A (Hindi), M.A (Sociology), M.A (Fisheries) Courses are found to be running only at DDE,
Jammu University with pass percentage 26.34%, 59.95% and 48% and these course are absent at CDE, Kashmir University, whereas M.A (Economics) and M.Sc. (Math). Courses are present only at CDE, Kashmir University with pass percentages 48% and 50% respectively and these courses are not running at DDE, Jammu University. **With respect to the study shows that the pass percentage during the year 2007 – 08 for various courses run at DDE, Jammu University and CDE, Kashmir University is as under:** the pass percentage of B.A (Arts) course of DDE, Jammu University is reported to be 26.96% and that of B.Com is 21.21%, whereas also to some circumstances these courses are not run by CDE, Kashmir University from 5 years facts. The pass percentage for B.Ed. Course for DDE, Jammu University is reported to be 25.86% and that of CDE, Kashmir University is 91.1%. LLB Academic Course has pass percentage 20.54% for DDE, Jammu University, whereas 78.26% is for CDE, Kashmir University. M.Ed. Course run by CDE, Kashmir University has pass percentage 64.7% and for DDE, Jammu University result is awaited. The pass percentage for M.A (Urdu) course is reported to be 32.51% for DDE, Jammu University and 63.5% for CDE, Kashmir University. M.Com Course has pass percentage for is 13.65% for DDE, Jammu University and 39.6% for CDE, Kashmir University. M.A (English) has pass percentage 11.9% for DDE, Jammu University, whereas the pass percentage in M.A (English) at CDE, Kashmir University is 38.8%. M.A (Hindi), M.A (Sociology), M.A (Fisheries) Courses are found to be running only at DDE, Jammu University with pass percentage 17.63%, 29.96% and 50% and these course are absent at CDE, Kashmir University, whereas M.A (Economics) and M.Sc. (Math) Courses are present only at CDE, Kashmir University with pass percentages 43.1% and 57.4% respectively and these courses are not running at DDE, Jammu University. **The study shows that the pass percentage during the year 2008 – 09 for various courses run at DDE, Jammu University and CDE, Kashmir University is as under:** the pass percentage of B.A (Arts) course of DDE, Jammu University is reported to be 32.93% and that of B.Com is 36.84%, whereas also to some circumstances these courses are not run by CDE, Kashmir University from 5
years facts. The pass percentage for B.Ed. Course for DDE, Jammu University is reported to be 36.82% and that of CDE, Kashmir University is 81%. LLB Academic Course has pass percentage 22.72% for DDE, Jammu University, whereas 79% is for CDE, Kashmir University. M.Ed. Course run by CDE, Kashmir University has pass percentage 75% and for DDE, Jammu University result is awaited. The pass percentage for M.A (Urdu) course is reported to be 34.54% for DDE, Jammu University and 61% for CDE, Kashmir University. M.Com Course has pass percentage for is 32.67% for DDE, Jammu University and 83.3% for CDE, Kashmir University. M.A (English) has pass percentage 31.25% for DDE, Jammu University, whereas the pass percentage in M.A (English) at CDE, Kashmir University is 69.35%. M.A (Hindi), M.A (Sociology), M.A (Fisheries) Courses are found to be running only at DDE, Jammu University with pass percentage 13.78%, 54.39% and 80% and these course are absent at CDE, Kashmir University, whereas M.A (Economics) and M.Sc. (Math) Courses are present only at CDE, Kashmir University with pass percentages 62% and 12% respectively and these courses are not running at DDE, Jammu University.

Present study reveals that the pass percentage of B.Ed., LLB (Academics), M.Ed., M.A (Urdu), M.Com, of CDE, Kashmir University is on higher side as compare to DDE, Jammu University. The pass percentage of B.Com course is on higher side for DDE, Jammu University as compare to CDE, Kashmir University where the under graduate courses are not running. On overall pass percentages, there existed significant differences in the pass percentage of both the Universities i.e. DDE, Jammu University and CDE, Kashmir University.

Significant difference existed between the pass percentage of distance learners enrolled with B.Ed, L.L.B, M.A (Urdu), M.Com and M.Ed, courses (2006 – 07) at both the universities (C R = 12.35, p=<.01), (C R = 5.62, p=<.01), (C R = 13.72, p=<.01), (C R = 6.14, p=<.01) and (C R = 10.27, p=<.01).

Significant difference existed between the pass percentage of distance learners enrolled with B.Ed, L.L.B, M.A (Urdu), M.Com and M.A (English) courses (2007 – 08) at both the universities (C R = 34.15, p=<.01),
Significant difference existed between the pass percentage of distance learners enrolled with B.Ed, L.L.B, M.A (Urdu), M.Com and M.A (English) courses (2008 – 09) at both the universities (C R = 7.38, p=<.01), (C R = 6.85, p=<.01), (C R = 5.13, p=<.01) and (C R = 6.19, p=<.01).

In the light of above conclusions, Hypotheses III to VIII i.e.

“III) There is no significant differences exist in pass percentage of distance learners enrolled with B.Ed. course of DDE, Jammu University and CDE, Kashmir University”.

“IV) A significant difference does not exist between the pass percentage of the distance learners enrolled with L.L.B. (Academic) course of DDE, Jammu University and CDE, Kashmir University”.

“V) No significant differences exist in pass percentage of M.Ed. course of DDE, Jammu University and CDE, Kashmir University”.

“VI) There exist no significant differences in pass percentage of distance learners enrolled with M.A (Urdu) course of DDE, Jammu University and CDE, Kashmir University”.

“VII) A significant difference does not exist in the pass percentage of distance learners enrolled with M.Com course of DDE, Jammu University and CDE, Kashmir University”.

“VIII) There is no significant difference exist in pass percentage of distance learners enrolled with M.A (English) course of DDE, Jammu University and CDE, Kashmir University”.

stands rejected.

5.11.12 EXAMINATION RESULT

In the study about 94.8% distance learners from DDE, Jammu University and 90.2% distance learners from CDE, Kashmir University feels the need to improve their communications with respect to dispatch of date sheet. 98% and 98.8% distance learners from DDE, Jammu University and CDE, Kashmir
University respectively express the need of examination center approachable to them. About 94.2% and 96.6% distance learners from both the universities reveals the need in improvement of card delivery system. Majority of the distance learners i.e. 89.6% & 95.8% from DDE, Jammu University and CDE, Kashmir University respectively want help from staff to solve the examination related problems. About 82% & 71.6% distance learners from DDE, Jammu University and CDE, Kashmir University express the need for improvement in card delivery procedure. The distance learners from both the universities i.e. 91% from Jammu & 99% from Kashmir Universities feel the need to have continuity of exams and date of examination.

Distance learners from DDE, Jammu University and CDE, Kashmir University feels the need to improve their communications with respect to dispatch of date-sheet for examination, examination centre, university roll numbers, results, etc. The examination centre needs to be approachable for the distant learners. The distance learners express that they need extra care and help from staff to solve the examination related problems. They wanted improvement in detailed marks card (DMC) delivery procedure. Distance learners from both the institutions express a need for improvement in the examination procedure, continuity of examination and date of examination.

5.11.13 INTERACTIVITY

With regard to interactivity, the study reveals that about 90.80% and 97.8% distance learners from Jammu & Kashmir Universities respectively feel that the distance education institutions should made interactive content based media programmes for the distance learners. About 88.8% distance learners from DDE, Jammu University and 91.20% distance learners from CDE, Kashmir University feel the need of adding audio-visual programmes and conferencing to facilitate the distance learners. Overall about 97% and 93% distance learners from both the universities feel the need of starting vocational / professional courses to make the existing programmes interactive.

The distance learners of both Jammu and Kashmir Universities feel that the distance education institutions needs to prepare interactive content based
media programmes to facilitate the distance learners through audio-visual programmes, computer conferencing etc. The distance learners from both the universities feel that the distance education institutions should start vocational/professional courses to make the existing programmes interactive.

5.11.14 STIMULATION

Distance learners from both the universities i.e. 96.4% from DDE, Jammu University and 97.80% from CDE, Kashmir University feels that there is a need of study material which may stimulate the distance learners. About 87% and 89.2% distance learners from both the universities respectively from Jammu and Kashmir feel the need of audio-visual and internet assisted material to support PCP classes. Majority of distance learners i.e. 95% from DDE, Jammu University and 92% from Kashmir University express that the study material should be stimulating.

The distance learners of DDE, Jammu University and CDE, University of Kashmir feels that there is a need to use teaching gadgets such as audio-visual, internet, computer, group discussions, and overhead projector to stimulate the distance learners. The distance learners from both the universities feel the need that the study material should be simulative for the distant learners.

5.11.15 MOTIVATION

About 42% distance learners from DDE, Jammu University and 86% distance learners from CDE, Kashmir University express the view that they feel enjoyment in learning the courses offered by distance education institutions. In all 53% distance learners from DDE, Jammu University and 82.8% distance learners from CDE, Kashmir University need extra help from teachers and 91% distance learners from DDE, Jammu University and 72.8% distance learners from CDE, Kashmir University express satisfaction with the pattern of course material and counseling procedure.

Distance learners of both the distance education institutions of both the Universities feel that there is a need to induce enjoyment in learning the course, by special help from the teachers.
5.11.16 RELEVANCE

In favour of relevance, the study reveals that about 91.4% distance learners from DDE, Jammu University and 73.6% distance learners from CDE, Kashmir University are of the view that the course they are attending helped them in getting job. About 50% distance learners from DDE, Jammu University & 90.2% distance learners from CDE, Kashmir University express that the course material has relevance on the employment market. About 81% distance learners from DDE, Jammu University & 89% distance learners from CDE, Kashmir University feel that the course material has relevance with respect to syllabus more over they get most of the topic of the syllabus in study material. Moreover, 96.4% & 97.8% distance learners from both universities i.e. DDE, Jammu University and CDE, Kashmir University express the need of additional books from the library for the preparation of courses.

Distance learners of DDE, Jammu University as well as CDE, University of Kashmir feel that the course that they are attending has a job market and the course material supplied to them has relevance in the employment market. They feel the need of extra books for the preparation of the courses and also feel that the course they are attending has the potential for the job opportunities. Distance learners from DDE, Jammu University feel that course material has relevance with respect to syllabus as they get most of the topics of the syllabus in study material as compared to the distance learners of CDE, Kashmir University. The distance learners of CDE, Kashmir University express the need of addition of some new topics in the study material provided.

5.11.17 LEARNING PLEASURE

Distance learners i.e. 94.20% from DDE, Jammu University and 82.80% from CDE, Kashmir University express that they feel enjoyment in studying during PCP classes. About 93.8% & 89.6% distance learners from DDE, Jammu University and CDE, Kashmir University reveal that they get pleasure while learning the course material supplied by Distance Education Institutions (DEI's). Most of the distance learner i.e. 86.4% from DDE, Jammu University & 94% from
CDE, Kashmir University express that they get full co-operation from teachers & students during PCP. About 90.2% distance learners from DDE, Jammu University & 90.4% distance learners from CDE, Kashmir University express that they feel pleasure in reading the books.

Distance learners from Jammu as well as Kashmir Universities feel pleasure in studying during PCP classes and reading the books. They also feel enjoyment while learning the course material and get full co-operation from teachers and students during PCP classes.

5.11.18 COMMUNICATION

The study reveals that about 91.8% distance learners from CDE, Kashmir University express that study material substitutes face to face interaction or communication between teachers and students. About 79.6% and 94.2% distance learners from both the universities think that distance education courses communicate between student and student. In all 85.8% and 92% distance learners from DDE, Jammu University & CDE, Kashmir University respectively feel satisfied with the way of teaching in the distance education institutions and also 95.4% and 93.2% distance learners from Jammu and Kashmir Universities respectively express satisfaction with the way of support services provided by distance education institutions.

Distance learners of both the Distance Education Institutions (DEI’s) from both the Universities are of the opinions that study material somehow substitute’s face to face interaction between teacher and student as it communicates between student and student. Distance learners from both the universities feel less satisfaction with respect to support services provided by the Distance Education Institutions.

5.11.19 CONSISTENCY

About 87.60% distance learners from DDE, Jammu University and 89.20% distance learners from CDE, Kashmir Universities express the need of change in the structure of distance education courses, 87.60% and 91.60% distance learners from Jammu & Kashmir Universities respectively feel the need of extra courses in distance education programme. Overall, most of the distance learners
i.e. 98.2% from Jammu and 88% from Kashmir Universities feel satisfaction with the courses run at distance education institutions.

**Distance learners of DDE, Jammu University and CDE, Kashmir University express strongly a need of making change in the structure of distance education courses.** The distance learners of DDE, Jammu University are reported to be more satisfied with the courses run at distance education institutions as compare to distance learners of CDE, Kashmir University.

**5.11.20 FLEXIBILITY**

Distance learners from both the universities i.e. 93.40% DDE, Jammu University and 92% CDE, Kashmir University express that the courses they are attending are flexible and also 82.60% & 73.40% distance learners from Jammu and Kashmir universities feel satisfied with the existing style of teaching and learning. They also want i.e. 89.20% from Jammu and 97.60% from Kashmir express the need to curtail the PCP, exams as per the need of the learners. Distance learners of DDE, University of Jammu and CDE, University of Kashmir feel that courses they are attending is flexible. They are satisfied with the existing style of learning and teaching. Also the distance learners from both the universities i.e. from Jammu and Kashmir universities feel that there is a need to curtail PCP examinations as per the needs of learners.

**5.11.21 SOCIAL AND ECONOMIC NEEDS**

About 96.40% distance learners from DDE, Jammu University and 90.20% distance learners from CDE, Kashmir University feel that the qualification gain through distance mode enhances their status in the society. Further 92.40% and 97% distance learners from Jammu and Kashmir express that the qualification through distance mode help them to earn livelihood. Most of them feel that the distance mode help them to gain qualification while managing time 98.4% and 99.0% distance learners from DDE, Jammu University and CDE, Kashmir University express that the distance education courses are boon for the learners living in rural and urban areas. About 72.20% and 77.60% distance learners from both the universities are of the view that, the distance education programs are
boon for the learners facing transport problems 94.6% and 97.6% distance learners think that the distance education programmes suit to the married women who can’t attend the regular institutions for further education 94.0% distance learners from DDE, Jammu University and 98.40% distance learners from CDE, Kashmir University express that these programmes suit to the people with lack of resources and feel the need of distance education programmes for different age working people. Distance learners i.e. 93.80% from DDE, Jammu University and 93.60% from CDE, Kashmir University are of the view that the distance education courses are for the healthy growth and development of the society. Near about 95.80% and 98% distance learners from both the universities express the need of these programmes for under employment learners. Most of the distance learners i.e. 97.40% from DDE, Jammu University and 94.20% from CDE, Kashmir University feel that distance education increases the status of distant learners. Further, the 95.80% and 78% distance learners from both the universities think that the distance education courses are for the unreached people and 86.20% and 82% distance learners from Jammu & Kashmir Universities express the need of these courses for increasing the income status of the distance learners. It has been observed that most of the distance learners i.e. 91.0% from DDE, Jammu University and 75% from CDE, Kashmir University are of the view that distance education courses suit to the seasonal employed persons and 85.20% and 77.60% distance learners from both the universities i.e. DDE, Jammu University and CDE, Kashmir University express that the distance education courses are boon for socially backward class.

Distance learners from DDE, Jammu University and CDE, Kashmir University feel that there is a need of courses in distance education which can help in earning livelihood, enhance their status in the society, enable the distance learners to gain qualification while managing time, facilitate the learners to learn avoiding transport difficulty, boon for people living in rural and urban areas. The distance learners from both the distance education institutions of both the universities are of the view that distance education courses helps the married women, who cannot afford to attend the regular institutions for further education.
Distance education enables the development of society by reaching the unreached people, increase the income status of distance learners. Distance education courses can prove boon for the socially backward class as these courses suit to the seasonal employed persons. The distance learners from both the universities feel that there is a need of distance education courses with better communications and accessibility to prove useful for the learners.

5.11.22 EXPERTISE OPINION

Expert opinion with regard to the study reveals that 80% and 70% of the distance educators from DDE, Jammu University and CDE, Kashmir University find that there is a need to change the counseling procedure of distance education programmes. They express that (i.e. 70% and 70% respectively from DDE, Jammu and CDE, Kashmir Universities) the most of the students engaged in jobs. They are also of the view that 10% distance learners from DDE, Jammu and 90% from CDE, Kashmir University feel that the distance education courses launched by distance education institution should have job market. Further, they express that the study material provided by institution is sufficient for detailed study to pass the exams and are also in favour that the study material need to be further enriched (i.e. 60% from DDE, Jammu University and 70% from CDE, Kashmir University). About 90% distance educators from DDE, Jammu University and 80% distance educators from CDE, Kashmir University feel that the duration of PCP i.e. (20 days) is sufficient for distance education programmes in distance education. They i.e. 40% distance educators from DDE, Jammu University and 50% distance educators from CDE, Kashmir University express the need of increasing the time period of PCP. About 40% and 50% distance educators respectively from DDE, Jammu and CDE, Kashmir Universities are of the view that the study material covered most of the topics of the syllabus. They are i.e. 70% and 80% respectively from DDE, Jammu University and CDE, Kashmir University wanted to further enrich the content of distance education courses. 100% and 70% distance educators from DDE, Jammu University and CDE, Kashmir University are in favour that the distance educators should keep in mind
the individual differences while teaching in the class. The distance educators i.e. 30% from DDE, Jammu University and 20% from CDE, Kashmir University are in favour of lecture method of teaching during PCP. About 80% and 10% distance educators found that the strength of distance learners is high in class. About 80% and 90% distance educators feel satisfied with the number of hours during PCP. About 90% and 100% of the distance educators feel that the responses of the students are good. Most of the distance educators feel that distance education programmes should introduce A.V. aids, computers etc. About 100% and 90% distance educators from DDE, Jammu University and CDE, Kashmir University respectively are of the view that the problems of distance learners should be solved online. Some of the distance learners feel that there is a need to increase the questions in the assignment and 70% and 90% distance learners think that the questions asked in the assignment are important from the examination point of view. Distance educators from both the universities i.e. 60% from DDE, Jammu University and 70% from CDE, Kashmir University express the view that the books present in the library are sufficient for making notes for the syllabus. About 60% and 80% of the distance educators are of the view that the distance learners are satisfied with the awards given to them and also 80% and 70% distance educators from both the universities are in favour that there is a need of enhancing the infrastructure of distance education programmes.

In expert’s opinion gathered from the DDE of Jammu and CDE of Kashmir Universities indicates that there is a need to change the counseling procedure of distance education. Since, majority of distance learners enrolled for different programmes are engaged either in private or public sector jobs. Besides, the distance education institutions need to launch learner friendly programmes to cater to the need of job market. In respect of study material, the distance educators from both the universities reported to be of the view that there is a need to enrich the content of study material, whereas the distance educators from DDE, Jammu University feel that their study material is sufficient for the passing of exams as compare to CDE, Kashmir University. The distance educators from DDE and CDE of both the universities feel that the timings, venue
for PCP (i.e. 20 days) are not sufficient for distance education programmes for
teacher education programmes. It has been further reported that the time
duration of period for PCP need to be enhanced further to cover the entire
course. The experts from DDE’s of both the universities reveal that there is need
to further enrich the content of distance education course materials in respect of
language, style and content matter. The distance educators further express that
the distance educator should keep in mind the individual differences during
teaching-learning process. Lecture method mostly adopted by the resource
persons engaged during the P.C.P is not sufficient. It has also been reported by
the experts that the strength of distance learners at higher level of education
demands interactivity, flexibility, multiple learning experience to cultivate learning
environment during the PCP to strengthen student support service sessions. The
distance educators from both the universities express the need to introduce of
A.V, aids, multimedia, gadgets and computers. The distance educators of DDE,
Jammu and CDE, Kashmir Universities are of due opinion that the assignment’s
questions need to be asked from examination point of view. Distance educators
from both the DE’s express the need to increase the questions in the
assignment. The distance educators from DDE, Jammu University do not feel
satisfied with the awards assigned to their assignments as compare to the CDE,
Kashmir University. The distance educators from CDE, Kashmir University feel
that their library
‘ry has sufficient books, whereas the distance educators from DDE, Jammu
University feel that there is a need of more books in the library for the distance
learners to make their notes. Most of the distance learners of both the DDI’s of
both Universities express that there is need to enhance the infrastructure of
distance education institutions and the quality of distance education
programmes.

5.11.23 ADMINISTRATIVE STAFF

The study reveals that about 30% and 30% of the administrative staff from
both the universities i.e. from DDE, Jammu University and CDE, Kashmir
University feels that the number of persons working as clerks are sufficient and they are of the view point i.e. 50% from DDE, Jammu University and 60% from CDE, Kashmir University that all the administrative staff know well about the distance education practices and most of them i.e. 80% from DDE, Jammu University and 70% from CDE, Kashmir University are of the view that they get early information about the various activities of distance education programmes. About 20% and 10% distance learners from DDE, Jammu University and CDE, Kashmir University give their views about the time period in the office. They are in favour that they have not fixed time period in the office and they have transferable job. They i.e. 20% from DDE, Jammu University and 10% from CDE, Kashmir University feel that they get transferred when they know about their work completely. Most of them i.e. 100% from DDE, Jammu University and 90% from CDE, Kashmir University are in favour of the view that they make satisfy the distance learners when they come to them. Some of them i.e. 70% and 60% respectively from Jammu and Kashmir Universities feel that they are overloaded with work at office. The most of the administrative staff are of the view that they make satisfy and give answers to their questions asked by them on the telephone. The administrative staff i.e.100 % from DDE, Jammu University and 90 % from CDE, Kashmir University make it clear that they send the course material to all the distance learners enrolled for particular course properly and carefully. About 100% and 90% of the administrative staff are of the view that they keep the enrollment number of distance learners carefully and also 100% and 90% of the administrative staff expresses that they send their roll numbers well in time. 100% from DDE, Jammu University and 70% from CDE, Kashmir University are of the view that they send them date sheet for exams well in time and majority of them i.e. 100% from DDE, Jammu University and 70% from CDE, Kashmir University are of the view that they listen them politely and solve the problems of distance learners. About 60% of the administrative staff from DDE, Jammu University and 50% of the administrative staff from CDE, Kashmir University is in favour of the view that they know properly about date and venue of PCP’s, course material, home assignments and admission procedure.
programmes of the distance education. The administrative staff about 70% from DDE, Jammu University and 60% from CDE, Kashmir University expresses that they are provided with computers and 50% of the administrative staff from DDE, Jammu University and 40% of the administrative staff from CDE, Kashmir University keep their record in computer. Majority of the administrative staff i.e. 100% from DDE, Jammu University and 90% of the CDE, Kashmir University are of the view that they send the detail marks cards to the students well in time and expresses that they intimate the students 20 days before the examination. The administrative staff i.e. 50% from DDE, Jammu University and 60% from CDE, Kashmir University feels satisfaction with their office work. On the other hand 60% of the administrative staff from DDE, Jammu University and 70% of the administrative staff from CDE, Kashmir University wants changes in their work at office.

The administrative staff from DDE, Jammu University and CDE, Kashmir University feels that the number of administrative staff is insufficient and requires training of distance education methodology. The staff is of the view point that they know about distance education programme, practices and various activities of distance education programme, but feels enrichment by Orientation programmes. The administrative staff from the DDE of Jammu and CDE, Kashmir Universities feels they should have not fixed time period in the office. The administrative staff from both the Universities feels that they try to satisfy their learners on phones and personally when they visit to DDE’s. The administrative staff from both the universities expresses that they try to send the course material, roll numbers, enrolment numbers and date sheet, marks cards well in time. The administrative staff from both the universities admits that they behave politely and solve the problems of distance learners when they come to them. The administrative staff from both the universities wants that they should be provided with computers for faster working. The administrative staff from DDE, Jammu University expresses that they are overloaded with the work and transfer policy/procedure of their office works as compare to the administrative staff from CDE, Kashmir University.
5.12 RESULTS OF DEMOGRAPHIC DATA

5.12.1 SEX

With regards to sex, the study reveals that 71% distance learners from DDE, Jammu University and 66% distance learners from CDE, Kashmir University are female whereas, 34% distance learners from CDE, Kashmir University and 21% from DDE, Jammu University are male. The study expressed that most of the distance learners from DDE, Jammu University and CDE, Kashmir University are female. The DDE, Jammu University and CDE, Kashmir University has more female than male this shows that the distance education programmes prove to be boon for female distance learners. These difference on the variable of sex were found to be significant ($\chi^2 = 21.19, p = <.01$).

On the basis of the results: Hypotheses I “There exists no significant difference between the number of male and female distance learners in both the Universities i.e. DDE, Jammu University and CDE, Kashmir University” stands rejected.

5.12.2 EMPLOYMENT

The study reveals that 72% distance learners from DDE, Jammu University and 66% distance learners from CDE, Kashmir University are employed. Whereas, 34% distance learners from CDE, Kashmir University and 28% from DDE, Jammu University are unemployed.

The overall result depicts that majority of the distance learners engaged with jobs. The distance learners enrolled with DDE, Jammu University are more engaged with some jobs as compare to CDE, Kashmir University. On employment and non-employment variable, significant differences existed between the distance learners of DDE, Jammu University and CDE, Kashmir University ($\chi^2 = 19.39, p = <.01$).

On the basis of above mentioned results: Hypotheses II “No significant differences exist between the number of employed and non-employed distance learners from DDE, Jammu University and CDE, Kashmir University” stands rejected.
5.12.3 SALARY

In the study material, majority of the distance learners i.e. 44% and 28% respectively from DDE, Jammu University and CDE, Kashmir University has salary above Rs.20000/-. About 30% distance learners from CDE, Kashmir University and 28% from DDE, Jammu University has salary in between Rs.10,000/- to Rs.20,000/-. A small number of distance learners i.e. 6% from DDE, Jammu University and 8% from CDE, Kashmir University has salary below Rs.5,000/-.

The result depicts that the distance learners from CDE, Kashmir University are earning a little more as compared to the distance learners from DDE, Jammu University.

5.12.4 TOTAL INCOME OF THE FAMILY

The findings of the study with respect to the variable total income of the family shows that about 43.4% distance learner from CDE, Kashmir University and 39.8% distance learners from DDE, Jammu University have total income in between Rs.20,000/- to Rs.25,000/-. 29.6% and 29.4% distance learners respectively from DDE, Jammu University and CDE, Kashmir University have total income of the family in between Rs.15,000/- to Rs.20,000/- and very less number of distance learners i.e. 3.0% and 2.2% respectively from Jammu and Kashmir Universities have below Rs.10,000/- total income of the family.

The study reveals that the total income of the families of the distance learners from CDE, Kashmir University and DDE, Jammu University is almost same.

5.12.5 NAME OF JOB

In respect to the name of job, about 57% of the distance learners from DDE, Jammu University and 50% distance learners from CDE, Kashmir University are belonged to teacher class and 18% distance learner in DDE, University of Jammu and 11.2% distance learners from CDE, Kashmir University belong to business class. About 23% and 13.8% distance learners from DDE,
Jammu University and CDE, Kashmir University are belonged to self employed class.

The study shows that he distance learners are mostly engaged with teaching job. Majority of the distance learners from DDE, Jammu University and CDE, Kashmir University preferred distance education programmes to increase their status.

5.12.6 TOTAL DEPENDENTS IN THE FAMILY

With respect to the total dependents in the family, about 20.2% distance learners from CDE, Kashmir University and 13.8% distance learners from DDE, Jammu University has below four dependents in the family. About 11% distance learners from DDE, Jammu University and 18.8% distance learners from CDE, Kashmir University has below 6 dependents in the family.

The above results depict that, majority of distance learners from DDE, Jammu University and CDE, Kashmir University has below four dependents in the family and very less distance learners from both the universities have below six dependents in the family.

5.12.7 CATEGORY YOU BELONG

The study reveals that about 75% of the distance learners from DDE, Jammu University and 75.6% from CDE, Kashmir University are belonged to General Class. About 4% from DDE, Jammu University and 4% from CDE, Kashmir University are belonged to Schedule Class. 5.6% of the distance learners from DDE, Jammu University and 2.6% from CDE, Kashmir University belonged to Other Backward Class. About 2.4% and 1.0% distance learners respectively from DDE, Jammu University and CDE, Kashmir University respectively belonged to Minority Class.

In overall, the study reveals that the most of the distance learners from DDE, Jammu University and CDE, Kashmir University are belonged to General Class. A very few distance learners belonged to Minority Class. The number of distance learners belonged to Schedule Class are same from both the Universities. The CDE, Kashmir University has a little large number of distance
learners as compared to DDE, Jammu University. Almost same number of distance learners belonged to Schedule Tribe Class from both the Universities.

5.13 SUGGESTIONS FOR FURTHER RESEARCH

• Further study can be made on different designs of study materials used to improve interactivity of the distance learners of DDE, Jammu University as well as CDE, Kashmir University.

• Similar type of investigation / research project can be taken up to study the distance education programmes of distant learners in northern Indian distance education institutions / state open universities.

• Similar type of study can be made to compare the programmes of DDE, Jammu University and programmes offered by IGNOU.

• The present study can be extended to the students of other technical courses.

• The present study can be made to compare to the regular students and distance learners of DDE, Jammu and CDE, Kashmir Universities.

5.14 IMPLICATIONS OF THE RESULTS FOR IMPROVEMENT IN DISTANCE EDUCATION PROGRAMME

The present study entitled has the following educational implications:

i) The distance learners enrolled with DDE, Jammu University gets more and better opportunities as compare to the distance learners enrolled with CDE, Kashmir University. The distance learners with Jammu University have facility to access internet, better phone facility and moreover, they can come to the university as needed to solve their problems. The distance learners from Kashmir University came from far flung areas where there is snow for more time; they cannot access internet facility and phone facility due to weather reasons. They i.e. distance learners from CDE, Kashmir University cannot attend PCP classes regularly like distance learners from Jammu University due to unavoidable
circumstances like unknown strikes, lack of transport facility and problems of disturbed area.

ii) The study will help to improve distance education system at admission, study material, student support services, instructions processing and evaluation of the system. The study explained various problems of distance learners at admission level. The enrollment at DDE, Jammu University is more than the CDE, Kashmir University because of the liking of the people to stay in Jammu than in Kashmir due to disturbance and other problems like hostel and transport facilities. The study will help to improve the card delivery system, dispatch of course materials timely to the distance learners, removal of printing mistakes from the course materials. The study will also help to improve the library services and more and more books added to the library for deep study by the distance learners. This will also help to improve the students support services to reach the expectation of the students.

iii) The study has implications to make the distance learner aware with the use of internet, online services to solve their studies related problems, administrative problems like getting of roll number, detail marks cards. Now the distance learner can get their roll number at their place via on-line facility. They get guidance from distance educator on-line.

iv) The study will help to aware the distance learners to use E-mails. Now-a-days, the distance learner is not alone; he/she can immediately solve his/her problems by contacting the distance educators by sending E-mail. The distance learners can also use video-conferencing, where they can solve their doubts by directly talking with teachers.

v) The study has its implications to stress on the use of Audio Video (A.V) aids and computers during teaching. The distance education will grow faster if the concepts of distance learners cleared by using Audio-Visual aids, computers and the distance educator keep in mind the individual differences while teaching during PCP. The use of Audio Visual aids makes the teaching interesting and simulative.
vi) The study has its implications as growing number of distant learners will increasingly and expects university and library services at their desktops.

vii) The study has its implications to develop distance culture while studying through distance mode.

viii) The study has its implications to provide individualized environment for better learning.

ix) The study has its implications to equip and furnish study centres so as to provide satisfactory facilities to students.

x) The study has its implications to provide, academic, administrative and informative support to the learners through various contact channels.

xi) The study has its implications to enrich and modify the study material with respect to content and improve the quality of printing.

xii) The study has its implications to introduce the specific student support services to special distance types of challenged learners.

xiii) The study has its implications to postal library services to facilitate the borrowing facility borrowing of distance learners.

xiv) The study has its implication to make the study material more motivative and interactive. The study explained that the study material should be content based and should cover all the topics of the syllabus. It should be changed and revised from time to time. The library has sufficient books for consultation. The subject experts should be engaged to make and finalize the course material.

xv) The study has its implication to provide new vocational and professional courses at the distance education institutions.

xvi) The study has its implications to stress on the improvement of the fee structure of the distance education courses so that the distance learners from middle class background do not find any difficulty during the payment of fee.

xvii) The study has its implication to increase the funding system of the distance education institutions.
xviii) The study has its implication to improve the delivery / dispatch procedure of the study material, roll number and result card.

xix) The study has its implication to stress on the appointment of permanent and qualified staff for the distance education programmes.

xx) The study has its implication to start the programmes which have relevance in the job market.

xxi) The study as its implication to provide the courses which are flexible, so that the learner from scattered geographical areas gets benefitted from these courses.

xxii) The study has its implication to provide the courses with learning pleasure and enjoyment, so that the distance learners do not feel the distance between the teacher and themselves.

xxiii) The study has its implication to change the attitude of the administrative staff, so that the drop out rate of distance learners will not be increased.

xxiv) The study has its implication to change the teaching method of distance educators by keeping in mind the individual differences between the learners. They should go to the depth of the topic and clear the concepts of the distance learners.

xxv) The study has its implication to increase the time for PCP classes. The 20 days for PCP are not sufficient to complete the course syllabus and doubts of distance learners. The distance learners from both the Universities feel the need to increase the time of PCP, use of modern technology and clearing of doubts by experts during PCP classes. The experts from outside university should be invited for lectures from time to time.

xxvi) The study has its implications to look into the needs and problems of the students i.e. study related or institutional related and positive steps should be taken to provide help to the learner.