CHAPTER - VI

SUMMARY OF FINDINGS AND SUGGESTIONS
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SUMMARY OF FINDINGS AND SUGGESTIONS, CONCLUSIONS

6.1 Summary of Findings:

This study was conducted to find out the status of distance education in Assam and for this purpose PGCS, GU and IGNOU were chosen. The analysis of data collected from samples has brought a number of findings into light, which may be useful for future prospects of distance education, to become a best alternative system of formal education, to teach the students in mass. These findings are summarised in this chapter.

6.1.1. Enrolment Trend:

Enrolment trend shows that the percentage of distance learners is increasing every year, but rate of increase is not specific.

6.1.2 Distribution of Distance Learners in Assam:

(a) Sex-wise:

67.14% students were male and 32.86% students were female. In the female category 5.44% of females were married.

(b) Rural/Urban Area-wise:

More urban students are getting benefit of distance education i.e. 60.99% of students belongs to urban area and 39.01% of students were from rural area. This shows that Distance Education in Assam is more popular among the students of urban area. PGCS, GU is more popular in rural area in compare with IGNOU. IGNOU had total 35.55% of rural students, where as PGCS, GU had 47.93% of rural students.
(c) **Age-wise:**

56.50% of students from age group 19-25 years were availing the opportunity of distance education and second top i.e. 24.11% of age group of 26-30 years were availing benefits of distance education. There is no age limit for education. If any one wants to acquire knowledge or wants to continue his education, now age is no-bar, this has been proved by distance education, as even 0.95% of students are from age group 51-55 years are also the students of distance education.

(d) **Category-wise (SC/ST/OBC):**

There were 62.41% of students were belongs to general category and 37.35 % students from reserve category of SC, ST and OBC were benefited from distance education. From the reserve category 24.35% of students were belongs to OBC category, but other side SC and ST students number is very-very less which was 5.91% and 7.09% respectively. PGCS, GU has 53.28% of students from General category and IGNOU has 66.11%, PGCS, GU has 18.85% students from S.T. category, whereas it was 2.33 % in case of IGNOU.

(e) **Language-wise:**

Distance education in Assam is not limited only to a Assamese language. This is comprises of whole Indian language, it shows and promotes a good national integrity among the distance learners. 56.26% of students were from Assamese language, 17.26% from Hindi and 15.84% were from Bengali language and rest 10.64% of students belongs to other Indian languages. Students from different – different linguistic groups are together here, through distance education.
6.1.3 Educational Background:

Students from different – different educational backgrounds are the part of distance education. Matric level to Ph.D. level, in different-different disciplines are the distance learners. 64.07% of the students were minimum graduates in different disciplines, 25.30% were of +2 (XII) standard, 05.67% were post graduates, 01.42% were Graduates, 0.95% were Matric level and 0.47% were even Ph.D degree holders. This shows that distance education suits to everybody of different tastes. Majority of graduates degree holders in different discipline were benefited more from distance education in Assam. PGCS, GU students were minimum graduates and IGNOU students are even 10\textsuperscript{th} (Matric) also.

6.1.4 Employed Students:

Total 45.86% of students were employed and were benefited from distance education. They were in different –different programmes. Most of them joined distance education for promotions in their jobs or for better job options. In this employed group 14.89% were from defence services and 5.44% of distance learners were teachers.

In PGCS, GU 37.70% of students were employed out of which majority of students were teachers which is almost 50%. Whereas IGNOU had 49.17% of employed students and IGNOU had maximum employed students from defence services, that to be from Air Force.
I. **Housewives**: It was found that only 1.65% of distance learners were housewives and they were pursuing their studies for better family set ups, personal development and for self satisfaction. But this percentage is quite low.

II. **Farmers**: Only 01.42% of students were farmers and availing opportunity of distance education. Farmers percentage is also very low like housewives.

6.1.5 **Basic Reasons for joining Distance Education**:

Majority of students joined distance education as they are employed somewhere. 45.15% of distance learners were employed, so they could not attend regular colleges. 26.71% of students chose distance education as they could not get admission in regular colleges due to less marks in exams, they could not be considered in merit as seats were limited. And 26% of students joined distance education as their financial conditions were not good, and they could not meet the expenditures of regular colleges. Some joined distance education due to their personal problems e.g. family problems, particular course not being available in regular universities, being overage or due to marriage. 72.76% of IGNOU students opined that they join this for time saving, whereas in case of PGCS, GU, it was 50.82%. 43.44% of PGCS, GU students accepted that their percentage was less and due to limited seats they could not get admission in regular colleges, whereas in case of IGNOU it was 19.93%.

**Time**: Concept of Distance Education is that any body can join this as it is based on self study and individual can study as per his free time available to him. So, a great value of time saving is present in this mode of education and 66.43% of students
opted distance education as they wanted to save time for other work also as it did not impose a fixed time table as regular colleges.

6.1.6 Educational Objectives:

Distance learners could not get chance in formal education due to one reasons or another and wanted to continue their educations, therefore they joined in different courses of distance education. 89.60% of students agreed that they joined the course for personal development. 85.58% feels that this course would lead to better job opportunity and 83.45% joined for self-satisfaction. 92.67% of students responded that completion of course will improve their working efficiency and skills.

6.1.7 Admission Procedure:

Admission procedure in distance education is very simple, criteria for admission is very soft and flexible. 88.89% of distance learners were satisfied with the present admission system.

6.1.8 Examination System:

89.36% of students were satisfied with present examination system. They responded that the examination pattern is correct to access the students. Examination pattern is same as formal examination system.

6.1.9 Evaluation System:

82.03% of students were found satisfied with evaluation of their papers and assignment both. They felt that marking of exams paper and grading of assignments are satisfactory and it is not different from formal education system.
6.1.10 Courses:

88.89% of students were found satisfied with present course structure and design of different programmes. They felt that it is helpful in acquiring knowledge and 56.74% students were satisfied with present programmes available with distance education. 43.26% of students demanded more programs, like PGCS, GU students wanted Post Graduate programs, graduation programs in all possible disciplines, B.Ed, L.L.B. and different computer programmes, where as IGNOU students wants all programs conducted by IGNOU should be in all study centres and all post graduate programs should be inducted; different Engineering programmes and some more job oriented programmes related with the requirement of Assam State (i.e. rural development, Handloom, cultivation, disaster management etc.) should be started.

It was found that IGNOU has maximum number of students in B.A. Programme during year 2001, which was 25.52% and 34.76% in BDP. 28.55% in Computer Programmes (CIC, BCA, MCA) of total enrolment in year 2001. BDP is more popular in Assam, than Computer Programmes. Whereas PGCS, GU has M.A.- Pol. Science as more popular subject which was 25.10% of the total enrollment during session 2000-2001.

6.1.11 Study Material:

71.30% students responded that their Study Material is of their satisfaction. 79.40% of IGNOU and 51.64% of PGCS, GU students were found satisfied with their Study Material. Data shows that study material of IGNOU is better than PGCS, GU. 39.53% of IGNOU students opined that IGNOU study material is good, 16.94%
said that it as very good and 23.26% said that it as satisfactory and 08.31% said that it as not good, 37.70% of PGCS students said that PGCS, GU study material as satisfactory, 18.85% said that it as good, 07.38% said that it as very good, and 21.31% said that it as not good. Therefore, IGNOU has got good quality study material where as PGCS, GU had satisfactory study material. It is difficult to say any thing collectively about study material because it is developed separately.

46.85% of distance learner said that they receive study material in time, and 52.49% students complained that they received it late. This problem was found more in IGNOU as they dispatch study material from Delhi and it was observed that delay is due to poor postal services in Assam.

6.1.12 Counselling Session:

Counselling session was found very effective and useful in distance education. 87.47% of distance learners opined that counselling sessions conducted by their institutes are useful and they liked it. Out of 87.47% students, 39.48% students accepted it as good, 26.71% said it as satisfactory and 14.18% students said it as very good in terms of quality.

74.94% of students responded that they attend the counselling session as and when they get time 82.39% of IGNOU and 56.56% of PGCS, GU students responded in the favour of attending counseling sessions/PCPs. Which shows that IGNOU students are more interested in counselling session. Counselling session is not compulsory. Attendance in counselling session varies from one course to another. Attendance in computer courses was about 80%, BPP, BDP and Library
sciences it was 50% to 60% and other courses like Management programmes, it was 25% to 30% and in some diploma or certificate courses it was 2% to 3% only and some courses it was found nil also. In PGCS, GU attendance in counselling session was 25% to 30% maximum in some courses and 10% to 15% in general and case like Maths it was nil.

72.34% of distance learners responded that counselling session should be made compulsory as these are good, even employed students also responded the same thing, but time should be made convenient to them. Counsellors said students are not interactive in class room. Students are not participating in class room discussions.

6.1.13 Student Support Services:

61.23% students were found satisfied with students support services like Study centres, class-rooms, tutors / counsellors and other teaching aids available. But majority of students were not found satisfied with library facilities, which is one of the important requirement of distance education.

Library: 52.25% of students were satisfied with their libraries. Major cause for their dissatisfaction was that students were not issued with books for home. Libraries are not holding sufficient books and proper study room were not available with libraries, with study centres.
6.1.14 Functioning of Institutes:

It was found that 81.32% of distance learners were satisfied with their Institution’s general functioning. 88.52% of PGCS, GU students and 78.41% of IGNOU students were satisfied with the functioning of their institutes.

6.1.15 Assignments:

It was found that IGNOU had a compulsory assignment system for which students get grading and weightage in exams. Where as PGCS, GU do not had any assignment system in their institute. PGCS, GU officers and counsellors had accepted the importance of assignment in distance learning.

6.1.16 Counsellors:

It was found that distance education teaching institute’s counsellors are highly qualified and experienced. 60% counsellors of IGNOU were not satisfied with remuneration. Whereas PGCS, GU counsellors were found happy with their remuneration.

6.1.17 Staff:

It was found that office staff of IGNOU and PGCS, GU was not satisfied with their salary. IGNOU study centre’s staff felt that their salary is less in comparison of their work. They wanted 20% to 25% increase in their remuneration and at least 02 posts of full time office assistant should be there. PGCS, GU’s office staff is full time but on temporary basis.
6.1.18 Infrastructures:

All the IGNOU study centres are running short of space for their office and libraries. Building provided by host Institutes were not in very good condition and maintenance was also poor. Furniture and almirahs were not sufficient and office was not well-equipped with the facilities of Computer and Photocopy machines etc. All study centres were not provided with disc-antenna, Teleconferencing, T.V. and V.C.R facilities, wherever these facilities were existing, either poorly maintained or not in serviceable condition.

PGCS, GU has no problem of space and building. It has got good building, Photocopy machine, Computer and furniture etc.

6.1.19 Output:

It was found that output of distance education is not very good. It is very-very low.

Final result of PGCS, GU is 5.25% only for the session 1998-99 which was held in September, 2001. It is also observed that about 43% to 51% students are appearing in exams of PGCS, GU. IGNOU has also very poor output.

6.1.20 Medium of Study:

It was found that maximum of rural area students were in favour of Assamese medium as they studied in Assamese medium. It has been noticed that 35% of distance learners seeking for Assamese medium. Mostly students from BPP and BDP of IGNOU and in some courses of PGCS, GU students were demanding for Assamese medium so that they could prove themselves in better way.
6.1.21 Cost-effectiveness of distance education:

It was found that distance education is more economical than formal education, 79.67% of distance learners supported this. 87.04% IGNOU students and 61.48% PGCS, GU students has supported that distance education is more economical than formal.

It was found that IGNOU is more economical than the PGCS, GU, as its fee is very high in comparison to IGNOU.

6.1.22 Distance education’s importance over formal education:

62.88% of distance learners responded that distance education is better than formal education as time saving factor is involved in this. 69.10% of IGNOU students felt that distance education is better than formal education and 47.54% of PGCS, GU students opined that distance education is better than formal education.

6.1.23 Use of Multi-Media and Teleconferencing:

It was found that only IGNOU is using multi-media and teleconferencing systems for education. PGCS, GU is presently limited to printed study material only. It was found that 76.08% of students were aware of Gyan darshan T.V. Channel and Teleconferencing facilities of IGNOU and 52.49% of students responded they were making use of these facilities. All study centres were not equipped with Gyan darshan T.V. Channel (disc- antenna) and teleconferencing facilities. Same Gyan darshan T.V. Channel programmes are telecasted on National T.V. Channel for four hours daily and maximum students watched it on this Channel only as most of the study centres were not having disc antenna facilities.
All study centres had audio-video cassettes and CDs for different programmes. But it was not found that students were making use of those facilities. Study centres were not encouraging students for making proper use of multi-media even counsellors were not found using the same.

It was found that study centres of IGNOU were not properly maintaining different records. It was also observed that there was a lack of systematic functionary. The Office staff and counsellors of IGNOU needs training and retraining as they are not fully conversant with IGNOU’s functioning.

This was also found that IGNOU study centres were not opening regularly on the timing, which, were specified by IGNOU Regional Centres. Study centres were found opened timely only on Sundays. Moreover student’s grievances were not settled as earliest. Even in some cases months have been taken to settle the problems of the students.

It was found that IGNOU and PGCS, GU students were not much interactive in classroom situation. Most of the students were not participating in classroom activities and discussions. Only 5% to 10% students were active in classroom discussions. Majority of students were found totally dependent on their counselors. The self-study concept was not found in most of the students. The equal distribution of students was not found in IGNOU study centres e.g. for year 2001, Study center No.0411 (Pathsala, Barpeta) has total 13 number of students on roll and Study centres No.0401 (G.U., Guwahati) has 1,236 number of students on roll.
This was also found that there was an increase in the enrollment of Distance Education students in the Assam State, which proves the need of distance education in Assam.

6.2 Suggestion:

Distance education is getting speed up in Assam. Through the present study some points has come into the picture for the improvement and better prospectus in the field of distance education. Some problems related to students and staff were also came into the picture, for this some remedial measures are being suggested to be implemented as soon as possible to improve the further status of distance education in Assam.

6.2.1 The people of the State are not fully clear with the concept of distance education. Even the distance learners are also not very much clear about the distance education. Students and even most of the persons already in teaching field, consider distance education as a second category education. This mentality gives a secondary position to distance education in society. So, it is very much necessary that at college level distance education and multi-media teaching – learning approaches should be as a compulsory course and specially for the teacher training programme on distance education. So that everybody should be clear with the concept of distance teaching-learning.

IGNOU conducts induction programme but it is not compulsory and PGCS, GU has no provision of induction programme. PGCS, GU should also start induction programme and students should be cleared with all doubts about distance teaching –
learning process and how they can pursue their studies for better results. The induction programme should be made compulsory for all new enrolled students in the institute.

6.2.2 Distance education in Assam is more limited to urban areas. IGNOU is more spread in urban areas in comparison with PGCS, GU. Rural people are not much aware of distance education. This needs a State level advertisement in rural areas. IGNOU has allocated its fund for advertising in rural areas, but practically not executed this, so it should be considered seriously. Side by side these institutes should start more courses on rural needs like agriculture, handloom, handicraft, fishery, poultry, rearing, farming, weaving etc. and some small scale industrial courses should be encouraged.

6.2.3 Number of female students is less in distance learners Institutes should start more fresh courses for females. IGNOU has many courses of female’s interest, but due to improper management these are not fully in use. IGNOU has got B.Sc.(Nursing) course having maximum female students out of them most of the females are from urban background. IGNOU can start the mid-wives course, which will be helpful for rural societies where untrained mid-wives are working. IGNOU should promotes some courses exclusively only for females such as Home Science, Interior Decoration, Office Secretary, Beautician, Dietician, Tailoring, Knitting etc. and the same courses are recommended for PGCS, GU also. Institutes have to think about female and especially rural female to start the new courses.
6.2.4 Students joining distance education for different reasons as they are in job. Some students don’t come in merit as regular colleges have limited seats or their financial conditions are not very strong that they can have regular studies and many other reasons of same nature. IGNOU has reasonable fees in almost all courses. However, in case of BCA and MCA it seems to be little more, but PGCS, GU has got very high fees as a distance teaching institute. PGCS, GU should revise its fee structure, as more than 26% of students joined PGCS or distance education due to their poor financial conditions. PGCS, GU fees should be reduced at least 40% to 50%. Distance teaching institution’s objective should not have an attitude to be a money making or financial supportive institute for any University. To attract more needy, economically weak and female students PGCS, GU fees should be reasonable. There should be a standardisation of distance teaching institutes either from UGC/State Government. There should be a scholarship provision for talented, SC/ST/OBC and female students from University, State or UGC.

6.2.5 Students join distance education for better job options. There should be a provision for on campus selection of tenanted students for different jobs. Institutes like IGNOU should have some kind of understanding with some Govt. undertakings and private companies for providing quality manpower to them, specially in Management studies, Computer studies and other technical and professional courses. It is required to give an equal status to the students of distance education as the status of students of formal education.
6.2.6 PGCS, GU needs to provide more training workshops and orientation programmes to its counsellors for developing the study material for distance learners. PGCS, GU should take help of IGNOU, which has a department named as STRID for this purpose only or of some other experienced universities.

Distance learners were receiving their study material late. IGNOU study material is sent from IGNOU HQ, New Delhi. Assam has its own limitations due to which study material is generally late. It needs that Regional Centre should control the study material and from their it should be sent to the students directly. Because, the delay of study materials means the delay in their studies and writing assignments.

6.2.7 Distance teaching institutes should start more courses of vocational nature, which are more useful for rural, female and poor population to make them self-employed. PGCS, GU should start Bachelor and P.G. programmes in all the subjects possible through distance education and computer courses and other courses like IGNOU. IGNOU should also start its all programmes in its all study centres, PG programmes in all possible subjects, alongwith all available courses, both IGNOU and PGCS, GU should start some fresh courses in Home Science, Tailoring, Interior Decoration, Dietician, Office Secretary, Beautician, Knitting, Handloom, Handicraft, Agriculture, Weaving, Mid-wifery, Sericulture etc. Courses related to regional needs and disaster management courses. Because after education everyone wants job or self-employment, so courses should be related with regional needs, culture and climatic conditions too.
6.2.8 It has been found that students are in the need of Assamese medium along with English and Hindi, specially students from rural background as they completed their earlier studies in Assamese medium only and now they are facing problem in other medium. These students can prove better in Assamese medium. PGCS, GU, IGNOU and local universities should work together to develop a study material in Assamese medium also. Specially, Bachelor, Master Degree and vocational programmes related to rural development should be in Assamese medium.

6.2.9 Counsellors of PGCS, GU and IGNOU are well experienced and highly qualified in their concern subjects. These counsellors needs more training, re-training and workshops etc. for conducting counselling classes and developing study materials. University needs to conduct seminars, workshops and training programmes time to time for training the counsellors for conducting counselling sessions. without training it is difficult for them to guide distance learners in counselling sessions/PCPs. PGCS, GU counsellors expressed their urgent need of training in conducting PCPs as they are facing problem in compressing course as per the needs of the distance learners. As their contact programmes are for 10 to 15 days at a stretch.

PGCS, GU should conduct its PCP in holidays, so that most of the employed students will also be able to join the PCPs as majority of employed students are serving teachers. Counsellors are also fully free and even hostels are also free for distance learners to stay during their PCPs.
PGCS, GU should conduct its one PCP before and near to exams and should be of 12-15 days. There should be a provision in IGNOU and PGCS, GU that even if only one student is available than also counselling session/PCP should be conducted, because even one student is also equally important for the point of education. Generally for less numbers of students in counselling session/PCP cause the suspension of class. This leads problem to inconvenience for students as well as teachers. Teachers should get remuneration for teaching even a single student also.

6.2.10 Examination system of PGCS, GU needs improvement. PGCS, GU should conducts its exams in the same days and time, when regular exams are being conducted and the same question paper should be for all regular and PGCS, GU students. There should be equality in the exams of the same university and its distance education departments. It should be based on the principle - "One educational programme for all".

6.2.11 It has been found that majority of students are not satisfied with available library facility. Library in all study centers of IGNOU and PGCS, GU should be maintained properly. Library should have a separate full furnished reading room and should have all concerned books related to all the programs conducted by their institutes.

6.2.12 PGCS, GU should also start making the use of multi-media, audio-visual teaching aids alongwith the study material. The State universities and IGNOU should tie up with local Doordarshan and Radio centres for delivering its Gyan
darshana T.V. channel and Gyan Vani F.M. Radio programmes. So that, more students may be benefited.

All IGNOU study centres should be provided with Teleconferencing, T.V., V.C.R., V.C.D player with disc antenna facilities with a separate room. All the counsellors should be trained and encouraged to make more and more use for audio-visual teaching aids in their counselling sessions, as most of the counsellors are not making use of these aids. As these aids have became a showcase items in all the study centres. Students should be introduced with teleconferencing in their initial counselling sessions, a demonstration should be given by counsellors to make students free from the fear of multi-media use at all the study centres.

6.2.13 From the infrastructures point of view, IGNOU has a very poor condition. All the IGNOU study centres are running shortage of space and facilities. Before starting a new study centre, IGNOU should make sure that all facilities and sufficient space is available for the study centre. Generally, host institutes are not providing further space or building, once a study centre is started. Regional Centre should make sure that the required infrastructure and all facilities needed for a study center is there before they start a new study centre. IGNOU should have its own personal buildings for study centers and its own laboratories for practical classes, specially for the computer programmes.

6.2.14 Assignment system is a main mode of providing a feedback to a distance learner on its progress. It is an essential element in the context of distance
education. PGCS, GU is not using assignments system in its institution. So, it is felt an urgent need for PGCS, GU to start the assignments system as early as possible.

6.2.15 Authorities of distance teaching institutes has to take serious measures for improving their output along with quality. It is needed to guide students properly about the way of learning in distance education and students should be encouraged for more self-study and also to interact actively in the counselling classes.

6.2.16 Assam has a large number of untrained teachers at all levels. State education department may tie up with IGNOU to train the serving Govt. teachers at all levels.

6.2.17 Number of distance learners is increasing day by day in the State. So, whatever planning was made to start distance education is presently not sufficient. IGNOU study centres have got a large numbers of students. Some study centres has very high enrollment number i.e. more than thousand, and such centres it is not possible to maintain with part time staff only. Students also have problems related to their studies, needs and queries. They have to submit assignments and refer library etc. In such conditions study centres are to be made now full time, at least with two office assistants. So, that study centres can have smooth running and students queries can be settled in time. IGNOU study centre’s office staff is not happy with their remuneration. Their workload is too high so they wants increase of 20% to 25% in their remuneration, which may justify their work and pay. And it will give a self-satisfaction in working also. More office staff with better remuneration may be engaged in IGNOU study centers and PGCS, GU.
6.2.18 Most of the students are joining distance education, as they are unable to attend the regular colleges due to different reasons and personal problems. And in distance education they are not in regular touch of institutions. So it is needed that all study centres and Regional Centres should have separate Student Support Cell to solve their problems. It is advisable to have a inter-neting of Regional Centre, Headquarter, New Delhi and study centres directly, so that maximum problem can have instant solution.

This also found that practically study centres located in far off distance from Regional Centres are not opening daily for two hours as specified by Regional Centre which cause very inconvenience to students, and which is not checked by Regional Centre. So, Regional Centre should make frequent surprise checking of the study centres for their regularities and working. Most of the study centres are regular only on Sundays. The Regional Centres should check this.

6.2.19 IGNOU has a number of study centres and large number of students, which may ask, transfer to any part of India. These students are facing lots of problems during their transfer from one study center to another in inter-region. In such condition transfer should be made very simple, so that student’s studies should not suffer. There should be an instant transfer facility, in case of transfer the student should be issued with a transfer certificate to the new study center.

There is 20.93% of IGNOU students who are serving in defence services they have got many service limitation like frequent transfers and temporary duties to
other units for the security point of view, due to which they are facing many problems like receiving the study materials, submitting the assignments, receiving grade cards, results and appearing for examination etc. All study centers where more number of defence students are available, should have one separate Defence Students Liasioning Cell which can look after defence students problems, like Tinsukia, Dibrugarh, Dergaon, Jorhat and Gauhati University study centres. This is a suggestion to make the transfer procedure easy, which should not cause delay in further study and special defence cell is to be made for defence students in study centres or in their unit HQs, to solve their problems as earliest.

6.2.20 Every year there is a increase in the enrollment and the number of study centres in the IGNOU. Now it is a time for IGNOU to review its policies, which are old enough. There is an essential need of autonomy and decentralisation of IGNOU Regional Centres. Now, one-one Regional Centres has 10 to 15 or more number study centres under it and has a large number of students on roll. IGNOU, Head Quarter is in Delhi and full control is made from New Delhi only, which causes delay in each and every step of Regional Centre and its study centre’s functioning. Assam has its own limitation due to which it makes Delhi and Assam distance much more longer in terms of time. It is felt that if Regional Centres are made self-sufficient Regional Headquarters, it will be much better to achieve distance educations objectives in a particular region. This autonomy and decentralisation is not limited to Assam, rather it is to be implemented for all the
Regional Centres. Now it is urgently required that each Regional Centre should be made self-sufficient in all the respects and, should be responsible to Head Quarter, New Delhi.

PGCS, GU is still in its infancy stage, but it has also grown up very fast in a small period. It also needs to be either open its study centres in different part of North-Eastern region or at least should start conducting its PCPs and exams in different North-Eastern parts.

6.2.21 Distance education is a common venture of Central and State Govt. to educates its population in a mass and this education should be the quality education. For North-Eastern regional there is a special package is provided by centre for the development of distance education, which should be utilized properly for the development of distance education in the State.

More publicity is needed for distance educations development in state. Without publicity, distance education can not reach fully upto the needy person of the society and again it will be restricted to the urban and resource population only. So, more and more publicity is needed specially in rural areas, where this opportunity can become true to make their dreams true and full use of special package should be made.

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