CHAPTER-VI
FINDINGS, DISCUSSION, SUGGESTIONS
AND CONCLUSION

6.1. INTRODUCTION:
This chapter highlights the major findings based on the analysis and interpretation of data. The discussion on findings has been provided. Finally suggestions are given and conclusion is drawn.

6.2. MAJOR FINDINGS AND DISCUSSION:
The analysis of data gathered for the study brought to light a number of findings which are discussed in summarized form as below.

OBJECTIVE-1:

To analyse the developmental trend of the Distance Education Institutes of Dual Mode Universities in North-East India with regard to organisational structure, admission procedure, enrolment of the students, programmes of study, evaluation procedure and students’ achievement.

FINDINGS:

A) The organizational structure of the Distance Education Institutes of Dual Mode Universities in North –East India:
- The organizational structure of the Distance Education Institutes of Dual mode Universities in North- East India is almost same.
- The Directors/ Head are the principal administrator of all the institutes.
- The teaching staff, non-teaching staff, administrative staff, co-ordinators, academic assistant, financial assistant, supervisors and counselors are the major components of the organizational structure of the Distance Education Institutes of Dual mode Universities in North- East India.
In 2012, the number of academic and administrative staff available in GU IDOL are 47, 22 in the DDE (Dibrugarh University), 9 in the IDE (Rajiv Gandhi University), 6 in CDE (North Eastern Hill University) and 17 in DDE (Tripura University).

The IDE (Rajiv Gandhi University) and the CDE (North Eastern Hill University) have minimum staff.

B. Admission Procedure of the Distance Education Institutes of Dual Mode Universities in North–East India:

- In the DDE (Dibrugarh University) and IDOL (Gauhati University), the entire admission process could be completed through correspondence without immediate verification of original documents. Later, students have to produce original documents at the Institutes. In GU IDOL students have to appear in an entrance examination for taking admission in the programmes of MCA, MCA (lateral) & M. Sc.-IT.

- There is spot verification of original documents at the time of admission in the IDE (Rajiv Gandhi University).

- In the CDE (North–Eastern Hill University), to take admission in B. Ed.–SEDE programme students have to clear an entrance test. For other programmes, after verification of original documents students can take admission on the spot.

- In the DDE (Tripura University), there is Admission Committee who verify the documents of the students and after that eligible students are able to take admission in various programmes.

C. Enrolment of the students in the Distance Education Institutes of Dual Mode Universities in North–East India:

- GU IDOL has highest number of enrolment among all the Institutes.

- Upto 2012-13, the total enrolled students was 63,736 in the IDOL, Gauhati University.

- Upto 2011-12, the total enrolled students was 16620 in the DDE, Dibrugarh University.
Upto 2011-12, the total enrolled students was 5137 in the IDE, Rajiv Gandhi University.

Upto 2012-13, the total enrolled students in the CDE, North-Eastern Hill University was 2032.

Upto 2012-13, the DDE, Tripura University has 21926 number of total enrolled students.

D. The Programmes of Study offered by the Distance Education Institutes of Dual Mode Universities in North-East India:

- The IDOL, Gauhati University offers 16 Post-Graduate Programmes, 8 Diploma Programmes, 4 Under-Graduate Programmes and 1 Certificate Programme.
- The DDE, Dibrugarh University offers 8 Post-Graduate Programmes, 3 Diploma Programmes, and 5 Under-Graduate Programmes.
- The IDE, Rajiv Gandhi University offers 1 Under-Graduate Programme and 2 Certificate Programmes.
- The CDE, North-Eastern Hill University offers 1 Post-Graduate Programme, 2 Diploma Programmes, 2 Under-Graduate Programmes and 1 Certificate Programme and
- The DDE, Tripura University offers 4 Post-Graduate Programmes, 1 Diploma Programme, 1 Under-Graduate Programme and 1 Certificate Programme.

E. Evaluation Procedure of the Distance Education Institutes of Dual Mode Universities in North-East India:

- In all the Distance Education Institutes of Dual Mode Universities in North-East India, there are both end term external examination and internal assessment through assignments for all programmes.
- The end term examination carry 80% marks and assignments carry 20% marks for most of the programmes in the IDOL (Gauhati
University), DDE (Dibrugarh University), CDE (North-Eastern Hill University) and DDE (Tripura University).

- The end term examination carry 90% marks and assignments carry 10% for all programmes in the IDE (Rajiv Gandhi University).
- Submission of assignments is compulsory in all the DEIs.
- In the DDE, Dibrugarh University, for Post Graduate Diploma in Computer Application (PGDCA), external examinations carry 70% marks and internal assessment carry 30% marks. Similarly in DDE, Tripura University, for Diploma in Computer Application Programme (DCA), 70% marks are allotted for theory and 30% marks for internal assessment.
- In the DDE (Dibrugarh University), for Post Graduate Diploma in Journalism and Mass Communication programme (PGDJMC), yearend examinations carry 75% marks and assignments carry 25% marks.

**F. Students’ Achievement in the Distance Education Institutes of Dual Mode Universities in North-East India:**

- Upto 2011, the total number of students passed Degree/Diploma was 9649 students in the IDOL, Gauhati University.
- The number of students passed Degree/Diploma from the DDE, Dibrugarh University was 1967 till 2010.
- The total passed out students from the IDE, Rajiv Gandhi University was 2705 till 2010.
- Till 2011, the number of students passed Degree/Diploma from the CDE, North-Eastern Hill University was 409.
- The achievement trend is not satisfactory as compared with enrolment trend in all the Distance Education Institutions.
DISCUSSION:

It has been observed from the above findings that organisational structure of all the Distance Education Institutes (DEIs) consist of various components. All the DEIs have both academic as well as administrative staff. It can be said that all the DEIs are well structured. But the number of staff is not satisfactory in the Institute of Distance Education (IDE), Rajiv Gandhi University and in the Centre for Distance Education (CDE), North Eastern Hill University as compared with other institution. The admission procedure of the Distance Education Institutes of Dual mode Universities in North-East India is almost same. All the DEIs of Dual Mode Universities in North–East India has been trying to democratise higher education to a large number of students. These institutions act as medium for developing human resource potential of North-East India. Without distance education system a large number of students would not be able to continue higher education. The admission procedure is liberal in all the Distance Education institutes. All the DEIs of Dual Mode Universities in North–East India offer diversified courses to cater the needs of the heterogeneous groups of learners. The enrolment trend is quite satisfactory in all the Distance Education Institutes of Dual Mode Universities in North–East India. The evaluation procedure in all the Distance Education Institutes of Dual Mode Universities in North–East India are almost same. There is continuous and comprehensive evaluation in all the DEIs. The achievement trend is not satisfactory as compared with enrolment trend. In this study it is assumed that the developmental trend of the Distance Education Institutes of North-East India is quite satisfactory. From the findings it is clear that, the enrolment trend, achievement trend shows an upward trend year by year. All the DEIs have increased the programmes of study. From that point of view, it can be said that developmental trend of the Distance Education Institutes of North-East India is quite satisfactory. All the Institutes should try to increase the success rate of students to cope up with enrolment. The Institutes should introduce diversified courses according to the demands of the present job market.
OBJECTIVE- 2:

To study the infrastructural facilities of the Distance Education Institutes of Dual Mode Universities in North-East India with regard to physical facilities, study materials, personal contact programmes and study centers.

FINDINGS:

A. Physical facilities available in the Distance Education Institutes of Dual Mode Universities in North- East India.

- In all the Distance Education Institutes of Dual Mode Universities in North-East India, there are separate building facilities, computer and internet facilities, library facilities, classroom facilities, and laboratory facilities.
- GU IDOL provides better student support services as compared with other Institutes.
- In addition to these facilities GU IDOL provides radio broadcasting and e-learning portal named as ‘Bodhidroom’ for students, Free and Open Source Software (FOSS) technology for the IT courses.
- The DDE, Dibrugarh University provides radio broadcasting for students.

B. Study materials of the Distance Education Institutes of Dual Mode Universities in North- East India:

- In all the Distance Education Institutes of Dual Mode Universities in North- East India, study materials are prepared by trained subject experts for all programmes.
- All the Institutes organize workshops for development of study materials in Self- Learning Material (SLM) format.
➢ All the Institutes try to make study materials as self-explanatory, self-contained, self-directed, self-motivating and self-evaluating.

➢ All the Institutes provide study materials in time.

C. Personal Contact Programmes of the Distance Education Institutes of Dual Mode Universities in North-East India:

➢ All the Distance Education Institutes of Dual Mode Universities in North-East India provide an opportunity to students to meet the teachers during personal contact programmes (PCPs).

➢ In the DDE, Dibrugarh University and in the IDOL, Gauhati University PCPs are not compulsory.

➢ GU IDOL and the DDE, Dibrugarh University provides weekend counselling to students. Despite this, students can meet counselors at any time in all working days in GU IDOL.

➢ In the IDE, Rajiv Gandhi University attendance in PCPs is compulsory for professional courses but it is optional for students of BA programme.

➢ In the CDE, North-Eastern Hill University, 75% attendance is compulsory in PCPs.

➢ In the DDE, Tripura University, 20% attendance in PCPs is compulsory for all students.

D. Study Centres/Contact Centres of Distance Education Institutes of Dual Mode Universities in North-East India:

➢ All the Distance Education Institutes of Dual Mode Universities in North-East India has set up study centers to provide student support services.

➢ All the centers act as a ‘Information Bank’ for distance learners.

➢ Upto 2013, the IDOL, Gauhati University has 102 contact centers/study centers throughout Assam.
• Upto 2013, the DDE, Dibrugarh University has 73 contact centers/study centers throughout Assam.
• Upto 2012, the IDE, Rajiv Gandhi University has 9 study centers throughout Arunachal Pradesh.
• Upto 2012, the CDE, North-Eastern Hill University has opened 8 study centres throughout North-East India.
• Upto 2012, the DDE, Tripura University has set up 14 study centres in different Government degree colleges of Tripura.
• The CDE, North-Eastern Hill University has study centres throughout North-East India.

DISCUSSION:

The success of distance education system largely depends upon infrastructural facilities including student support services provided by the institution. From the findings it is found that all the Distance Education Institutes have separate buildings, library facilities, computer and internet facilities, laboratory facilities etc. In the present study, it is assumed that the infrastructural facilities of the Distance Education Institutes of North-East India are adequate. In the IDOL Gauhati University and in the DDE, Dibrugarh University infrastructural facilities are adequate. But the other institutes have to develop more infrastructural facilities and student support services. All the DEIs have study centers located in different places of North-East India. Students can take admission, submit assignments, collect study materials, attend counselling sessions and appear examinations in study centers.

OBJECTIVE:-3

To examine students’ profile of the Distance Education Institutes of Dual Mode Universities in North-East India with regard to flexibility of age of the students, educational background of the students, sex-wise distribution of the students, employment status of the students, residential status of the students, marital status of the students and community background of the students.
A. Age Structure of the students:

- 4% students belong to the age group of below 20 years.
- 51.33% students belong to the age group of 20-30.
- 37.67% students belong to the age group of 30-40.
- 4.33% students belong to the age group of 40-50.
- 2.67% students belong to the age group of above 50 years.

B. Educational Background of the students:

- 15% students are educated up to higher secondary.
- 78% students are Graduates and
- 7% students are Post-Graduate.

C. Gender wise Distribution of students:

- 62.7% students are female.
- 37.3% students are male.
- The female students are more than male students.

D. Employment Status of the students:

- 27.3% are employed students.
- 41% are unemployed students and
- 31.7% students are doing part time job.

E. Residential Status of the students:

- 62% students come from rural area and
- 38% students come from urban area.

F. Marital status of the students:

- 41.3% students are married students and
- 58.7% students are unmarried students.
G. Community Background of the Students:

- 47.7% students belong to General category.
- 18% students belong to SC category
- 5.7% students belong to ST category,
- 20.7% students belong to OBC category and
- Rest 8% students belong to MOBC.

DISCUSSION:

In this study, it is assumed that the Distance Education Institutes of Dual Mode Universities in North-East India provide opportunity to varied group of learners. From the findings, it is clear Distance Education is a boon for heterogeneous group of learners. It meets the explosion of higher education. There is no maximum age bar in obtaining higher education from these DEIs. These DEIs provides higher education to students from urban and remote rural areas, married and unmarried students, employed and unemployed students, higher secondary passed students (minimum educational qualification), and students from General, SC, ST, OBC, and MOBC communities. A large number of disadvantaged and unprivileged students are benefitted from these DEIs of Dual mode Universities in North-East India.

OBJECTIVE-4:

To study the effectiveness of Distance Education for Human Resource Development in North-East India with regard to knowledge development, skill development, inculcation of proper attitude and values for better living, career development, professional development and personal gain.

FINDINGS:

Effectiveness of Distance Education for Human Resource Development in North-East India:

A. Knowledge Development:

- 100% students informed that distance education had paved the way to accomplish their desire to get admission in higher education and acquiring extra knowledge.
➢ 75% students opined that distance education programmes develop the thinking process of their mind.
➢ 25% employed students felt that distance education programmes helped them to continue education and updating their knowledge without hampering their job.
➢ 15% students who were doing part time job informed that distance education programmes have helped them in developing new knowledge through different activities.
➢ 28% students mentioned that they had not found any difference between the formal and distance education in terms of acquiring knowledge.

B. Skill Development:

➢ 14% students informed that Distance Education helped them to develop technical skill through computer programmes.
➢ 66% acclaimed that the counselors helped them to overcome learning difficulties and to develop their communication skill through modern means of technology.
➢ 33% students informed that Diploma courses helped them in developing decision making skill.
➢ 27% considered the distance education courses as a prerequisite for their expected job. They mentioned that these courses had increased various proficiencies among them. Distance education helped them to develop problem solving skill.
➢ 12% employed students opined that most of the courses are helpful for better performance of their work. Distance education programmes helped them to develop various soft skills.

C. Inculcation of Proper Attitude and Values for Better Living:

➢ 1% physically handicapped students, 14% housewives, 8% dropout students, 16% employed students, 10% students from interior places and 9% economically backward students mentioned that-
a) Distance education is best for them.
b) Distance education courses are conducive to their aspirations which help them to inculcate proper attitude and values for better living.
c) These Distance Education Institutions (DEIs) provide an opportunity to them for pursuing higher education which is not possible for them in formal education system.
d) After getting enrolled in Distance education system their confidence level for better living had increased.

**D. Career Development:**

- All the students (100%) felt that distance education is enhancing their educational qualification.
- 54% considered that the degree/ diploma of Distance Education courses will lead to suitable employments for them.
- 35% opined that distance education institutes provide employment centric courses, professional and vocational courses at the doorsteps through distance learning mode which are highly helpful for getting job.

**E. Professional Development:**

- 8% students informed that Distance Education Programmes helped them in getting permanent jobs who were previously working in temporary post.
- 5% students mentioned that Distance Education Programmes helped them in job promotion.
- 29% students opined that Distance Education Programmes provided fullest support to their professional career.

**F. Personal Gain:**

- All the respondents (100%) informed that they got personal satisfaction after joining the distance education programmes.
32% married female students felt that their social status has increased after joining in the distance education programme.

59% employed students informed that through distance education programme they are able to complete courses along with their work.

13% female students who were housewives also admitted that they can pursue higher education through distance education along with their domestic role.

**DISCUSSION:**

In this study, it is assumed that Distance Education is highly effective for Human Resource Development. From the findings, it is clear that Distance Education has helped students to get admission in higher education and acquiring extra knowledge, develop the thinking process of their mind and develop new knowledge. For most of the students there is no difference between formal and distance education in terms of acquiring knowledge. Distance education has helped them to develop technical skill, communication skill, decision making skill, problem solving skill and various soft skills. Distance education is best for physically handicapped students, housewives, dropped out students, employed students, students from interior places and economically backward students. Distance Education has inculcated proper attitude and values for better living among them. Distance Education courses have enhanced their educational qualification which will lead to suitable employments for them. Distance Education programmes have helped most of the students in getting permanent jobs who were previously working in temporary post and in job promotion. After joining the distance education programmes, their social status has increased and they got personal satisfaction.

**OBJECTIVE-5:**

To know the views of the Directors of the Distance Education Institutes of Dual Mode Universities in North-East India about Distance Education as a means for Human Resource Development.
FINDINGS:

The interview with the Directors revealed remarkable and factual information which is summarized as follows-

A. Role of Distance Education for Human Resource Development:

According to all the Directors, Distance Education is the best means for Human Resource Development in North-East India.

- Distance Education programmes has helped all the students to upgrade their knowledge and educational qualifications. It has helped the students to enhance their knowledge in the subject of their choice.
- It has helped the students in their career advancement.
- It has helped employed students to upgrade and update their professional skill and development.
- It has provided higher education to a large number of girls and women. They can contribute their family by generating income. Economic empowerment of women may reduce some problems such as domestic violence and dowry deaths etc. in North-East India.
- It has helped dropped out students, old aged students and other disadvantaged students to develop proper attitude towards better living.
- It has a great role in competence building among learners. Competency is a cluster of knowledge, skill, ability, attitude and values etc.

B. Students’ Enrolment:

- All the Directors (100%) mentioned that the students’ enrolment trend is increasing year by year in these institutions. Because distance education programmes are very convenient for the students living in the interior areas, to the employed people, and to housewives who have not sufficient time to pursue a regular course. Without these DEIs, these students would deprived from getting higher education and a large number of human resources would underutilize in North-East India.
Two Directors opined that students are attracted to distance education programme due to short term and diploma programmes which will be helpful for them for self-employment and self-development.

C. Students’ Achievement:

- Majority explained that Students’ achievement trend is also increasing year by year. Still there is also dropout problem in distance education system. The Institutes have tried to conduct research surveys on Dropout problem in Distance Education.

D. Programmes of study:

- All the Directors (100%) acclaimed that the courses have a low fee structure as compared with formal education.
- All the Directors (100%) opined that they have been trying to introduce new programmes to suit everyone at the Bachelor's as well as the Master's levels.
- Majority asserted that they have been trying to provide professional courses, vocational courses along with general courses through distance learning mode.
- All the Directors (100%) affirmed that all the courses are helpful for knowledge development; professional and vocational courses are helpful for skill development and inculcation of proper attitude for better living.
- Majority opined that most of the courses (specially skill-based courses) offered by these DEIs will be helpful for students in getting opportunity in the present job-market. They informed that most of the students had got job in different fields after successfully completing the courses from these institutions.
- Majority opined that that there is an urgent need of redesigning the Distance Education Programmes for Human Resource Development (HRD) in North- East India. The DEIs should introduce more job-
oriented courses including short–term and long term courses to make all the students efficient and fit for the present job-market.

E. Student Support Services:

- All the Directors (100%) acclamed that the rules and regulations framed for the students are very friendly in the institutions.
- Majority opined that they have been trying to provide suitably designed student support services for distance learners.
- All the Directors (100%) assured that counselling services is provided to students at the Institution and various study centers.

F. Evaluation:

- All the Directors (100%) opined that there is continuous and comprehensive evaluation in distance education system. Submission of assignments is compulsory for all programmes in all the institutes so as to ensure necessary feedback from students.

DISCUSSION:

In the present study, it is assumed that the Directors views towards Distance Education as a means for Human Resource Development are positive. The Directors expressed their views towards distance education as a means for human resource development. They opined positively towards Distance Education. A large number of students are deprived from higher education due to limited seat capacities in formal system. These DEIs provide a scope to these students to continue their education in North–East India. The enrolment and achievement shows an upward trend. The enrolment growth is quite satisfactory which indicates that students are fully motivated towards distance education system. The DEIs have been trying to introduce more courses including vocational and professional courses and to provide suitably designed student support services for distance learners.
OBJECTIVE: 6

To find out the attitude of students of the Distance Education Institutes of Dual Mode Universities in North-East India towards Distance Education as a means for Human Resource Development.

FINDINGS:

Attitude of students towards Distance Education as a means for Human Resource Development:

- 84.7% of the students showed favourable attitude and 15.33% students showed unfavourable attitude towards Distance Education as a means for Human Resource Development.
- 88.4% male students, 82.5% female students, 85% rural students, 84.2% urban students, 79% married students, 88.6% students showed favourable attitude towards Distance Education as a means for Human Resource Development.
- 11.6% male students, 17.6% female students, 15% rural students, 15.8% urban students, 21% married students and 11.4% unmarried students had not showed favourable attitude towards Distance Education as a means for Human Resource Development.
- There is significant difference between male and female students with regard to their attitude towards Distance Education as a means for Human Resource Development.
- There is no significant difference between rural and urban students with regard to their attitude towards Distance Education as a means for Human Resource Development.
- There is no significant difference between married and unmarried students with regard to their attitude towards Distance Education as a means for Human Resource Development.
DISCUSSION:

From the findings, it is clear that majority students showed favourable attitude towards Distance Education as a means for Human Resource Development. Male and female students had different attitude towards Distance Education as a means for Human Resource Development. Rural and urban students, married and unmarried students had same attitude towards Distance Education as a means for Human Resource Development. Students are the main pillar of distance education system. The success of distance education system largely depends upon their positive attitude. If proper equipment and atmosphere is provided by the DEIs, learners develop positive beliefs on Distance Education. The foremost task of the DEIs is to develop a favourable attitude amongst students towards Distance Education.

6.3. SUGGESTIONS:

In the light of the significant findings following suggestions can be made -

1. All the DEIs should provide well organized and effective student support services.
2. Audio-cassettes and video CD should be provided for each programme to supplement SLMs so that learners can listen or view at any time convenient to them.
3. The study centres and contact centres should have proper infrastructural facilities.
4. The academic counselors and office staffs should be properly trained. Training and staff development are crucial for promotion of ODL system. All the functionaries who facilitate the teaching learning process benefit from training programmes.
5. All the DEIs should adopt technology savvy methods for instruction.
6. Distance education tutors must be well informed with latest Information and communication Technologies (ICTs).
7. Short-term and long-term training of distance education tutors must be organized by the DEIs to equip them with technical skills of using ICTs.
8. The duration of PCPs should be increased during holidays so that all students can enjoy the programmes.
9. The study centres and contact centres should organize PCPs to motivate a large number of students.
10. There should be proper evaluation of student’ assignments and evaluated assignments should be returned to the students promptly. Evaluation of assignments with correction should be done as early as possible so as to sustain the interest of the learners in their courses of study and to inculcate in them a regular study habit.
11. Study materials should be attractive, self explanatory, andragogically and pedagogically sound in all aspects.
12. DEIs should undertake researches on curriculum, student support services, evaluation system and students’ achievement.
13. DEIs should provide various facilities to students for creating favourable attitude among them towards Distance education.
14. Distance Education Institutes should collect regular feedback from students regarding student support services and any other matter related to the Distance Education system.
15. All the DEIs should adopt Tele–tutoring as an effective method of teaching so that learners will be able to discuss their problem with teachers through telephone.
16. All the DEIs should arrange Radio broadcasting programme for learners for various courses.
17. All the DEIs should be pragmatic in their choice of communication media and choose a judicious mix of the media relevant to the needs of the learners and resources of the institution.
18. The DEIs should include courses including Information Technology(IT) which will be helpful for employment generation of the youths of North-East India.
19. The DEIs should provide job-oriented and skill based courses for enhancing the quality of human resources in NER.

20. The course content should be related to real life situations so that it will help every learner to meet their needs and interests.

21. Motivation of learners should be increased by properly organizing the instructional process and student support services.

22. All the students should be provided a suitable educational atmosphere from entry to exit from the institution.

23. Every DEI should have a special information and enquiry desk for providing information and guidance concerning entry to exit from the institute.

24. All the DEIs should launch more short-term and long term programmes on entrepreneurship programmes for unemployed youths, mother and child care, health care, environment and population education, and sex education etc. for development of human resources in North-East India.

25. The government should provide financial assistance to these institutions.

26. The DEIs should conduct SWOT analysis with regard to various components of Distance Education system.

27. There should be an ‘Alumni Association’ in every Distance Education Institution. The Institutes should organize programmes for successful learners and felicitate them to create favourable attitude among other learners.

These measures can go a long way in reinforcing and strengthening the DEIs of Dual mode Universities in North-East India which has a big future in extending and equalizing opportunities of higher education and development of human resource potential of North- Eastern Region in India.

6.4. **SUGGESTED MODEL FOR DISTANCE EDUCATION AS A MEANS FOR HUMAN RESOURCE DEVELOPMENT:**

Distance education can play an important role for Human Resource Development of any organization as well as of a nation. It is helpful to cater the
requirement to those who are on the job. To increase the organizational effectiveness, it must be urgently necessary to develop labour productivity and efficiency of that organization. Labour productivity and efficiency depend upon training and experiences. Only formal system of education cannot do this. Distance Education through its multi-media packages can develop labour productivity and efficiency which will in turn leads to organizational effectiveness. It can be shown in the following model.

![Fig.6.1. Human Resource Development (HRD) Process at Organizational level](image)

The fig.6.1 indicates that if the employees of an organization are trained through Distance Education, this will lead to cognitive, affective and conative development of the employees. This will in turn increase efficiency of the employees’ and labour productivity will increase. This will ultimately leads to organizational effectiveness.

Distance education can increase the employment opportunities, generate economic activities, develop knowledge, skills, and inculcate proper attitude and values for better living among all sections of the society through various activities. This can be presented in the following model.
The HRD process at national level can be shown in figure 6.2.

![Diagram of Human Resource Development Process at National Level](image)

**Fig. 6.2. Human Resource Development Process at National Level.**

The figure 6.2. indicates that if each and every human resource is provided with training and experience through Distance Education, this will increase their cognitive, affective and conative domains. Distance Education can influence the quality of human resources in the areas of health, nutrition, population growth, peace and human rights. These may generate economic activities, increase purchasing power of the people which will helpful for healthy living, long living, better quality and standard of life. If quality of life of human resources of a country is improved then this will ultimately leads to the development of that country. Distance Education Institutes of Dual Mode Universities should try their level best to cover all sections of society in North-East India.
6.5. SUGGESTIONS FOR FURTHER RESEARCH:

The findings of the present study clearly indicate that more fruitful research can be carried out in the following areas.

1. In the present study, students are taken from only two Distance Education Institutions. A study on attitude of students towards Distance Education can be carried out covering all the Distance Education Institutions under Dual-Mode Universities of North-East India.

2. Dropout problem in Distance Education Institutes of North-East India can be carried out.

3. Women Empowerment through Distance Education in North-East India can be carried out.

4. Distance Education and Rural Development in North-East India may be undertaken.

6.6. CONCLUSION:

Though the term Distance education is of recent years, it has been in practice for over 150 years in the form of correspondence education. With the development of modern means of technology, correspondence education becomes modified and Distance education starts. The Distance education system is a part and parcel of the present educational system in India. In recent years, the demand for higher education is increasing day by day all over the world. The North-East India consisting of eight backward states as compared with other states are not be able to cope with the ever-increasing demand for higher education with limited financial resources, limited infrastructural facilities, limited courses and shortages of qualified teachers. Distance education is the only alternative to solve this problem. Distance education can be a torch bearer or guiding spirit for bringing into light different unique qualities dormant in distance learners. All the DEIs should produce skilled manpower as per the demand side in the respected states.

In North-East India, all the DEIs under dual mode universities provide an opportunity to a large number of students to cope up with the demand for higher
education. Policy makers and educationists should give proper support for strengthening and streamlining of these DEIs under dual mode Universities of North-East India. To become effective institutions, all the components of the institution must be well designed and well equipped. It is important that these DEIs system must keep pace with changing times. For this, strategic planning for different aspects of distance education system should be formulated and implemented accordingly. It can significantly lead the educational revolution in North-East India.

From the findings it is observed that distance Education is an important means for human resource development. The findings suggest there is a strong rationale for the expansion of ODL institutions in North-East India. The system of distance education needs special attention of the educational planners. There are some limitations of the Distance Education Institutes of Dual Mode Universities in North-East India. These DEIs have to face various challenges which need to be sorted out for better performance of the institutions. By analyzing all, these institutions can be improved satisfactorily so that they can provide better quality education to all sections of the society. In knowledge society of 21\textsuperscript{st} century, it is urgently necessary for these DEIs to ensure quality education.

To conclude, considering the role of Distance Education for Human Resource Development, it is hoped that the present study may be considered useful for carrying out more research in the field of Distance Education. It is expected that the present study will open a new vista in the field of Distance Education in North-East India.