CHAPTER-I
INTRODUCTION

1.1. INTRODUCTION:

In this knowledge millennium, the speed of change of information and communication technology has been unprecedented. It brings many challenges and new demands for higher education. It is the right time to think how the higher education system can prepare the human resources to face the challenging environment of this millennium. Higher education is mainly responsible for development of human resources of a country. Specially, higher education is essential to make life better and to make future of a nation bright.

Higher education is the pinnacle of educational system in any country. Higher education is a source of knowledge and skill development. It has the highest responsibility of preparing students for different walks of life-social, cultural, political, scientific and technological. It is considered as a universal and democratic right of every human being. It is also recognized as a right by the Universal Declaration of Human Rights. Without higher education it is difficult to survive in a modern technological society. In a developing country like India, quality higher education is of paramount importance for development of human resources.

In the last few decades Indian higher education has increased at a break-neck speed. It is evident from the enormous increase in the number of universities, colleges and enrolment of students. Today, India has the largest higher education system in the world in terms of the number of institutions. “The number of Universities/University-level institutions has increased 29 times from 20 at the time of independence of India, to 574 in 2012. The higher education sector boasts of 44 Central Universities, 286 State Universities, 111 State Private Universities, 129 Deemed to be Universities, four institutions established under State legislations. The number of colleges has also increased 71 times with just 500 colleges at the time of independence to 35,539 colleges in 2012. The students’ enrolment has
increased in 97 times. The students’ enrolment was 2.1 lakhs at the time of independence which rose to 203.27 lakhs including 86.72% lakhs women students constituting 42.66% during 2011-12.”(UGC, Annual Report, 2011-12)

In spite of rapid quantitative expansion, India lags behind some of the developed and developing countries in regard to Gross Enrolment Ratio (GER). In India, GER in higher education grew from 12.6% in 2004-05 to 17.3% in 2009-10. Though GER is increasing but still India is not able to compete with other countries which is shown in table 1.1.

**TABLE 1.1**

GROSS ENROLMENT RATIO IN DIFFERENT COUNTRIES (2009-10):

A COMPARISON

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>GROSS ENROLMENT RATIO (GER)</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDIA</td>
<td>17.27%</td>
</tr>
<tr>
<td>CHINA</td>
<td>23%</td>
</tr>
<tr>
<td>BRAZIL</td>
<td>34%</td>
</tr>
<tr>
<td>UK</td>
<td>57%</td>
</tr>
<tr>
<td>AUSTRALIA</td>
<td>77%</td>
</tr>
<tr>
<td>USA</td>
<td>83%</td>
</tr>
</tbody>
</table>

Source: *IJSSIR, September(2013)*

The table 1.1 shows that the Gross Enrolment ratio (GER) for India, China, Brazil, UK, Australia and USA are 17.7%, 23%, 34%, 57%, 77% and 88% respectively. It is observed that the Gross Enrolment Ratio (GER) for India is lowest as compared with China, Brazil, UK, Australia and USA. However, the present knowledge society all over the world demands a higher GER in higher education.

The Gross Enrolment Ratio (GER) of higher education in various countries is shown in figure 1.1.
The All India Survey on Higher Education found that the total enrolled students in India are 26.65 million and GER at all India level is 18.8% in 2011-12, male 20.9% and female 16.5%. The Government of India has set a target of increasing the GER to 30% by 2020 (MHRD Report, 2012-13). India has an enormous task and a big challenge to provide affordable higher education to its citizens. In India, the demand for higher education has exceeded supply of higher education. The demand for higher education has increased due to following factors-

a) The number of primary and secondary students has increased day by day.

b) Globalisation has greatly influenced higher education. In the present globalised economy, higher education became a competitive enterprise. It is necessary as well as common for reaping benefits from globalisation process.

c) The competition for existing and growing number of jobs require higher educated people beyond secondary school.

Fig: 1.1 The Gross Enrolment Ratio (GER) of Higher Education in Various Countries
Thus, the pressure on higher education has been increasing due to rising social aspirations of the people. The formal institutions are unable to cope up with such increases. Moreover, the formal system cannot act as a viable means for higher studies of those who could not reap the benefits of higher education on account of varied reasons. In India, higher education in formal system is still a distant dream for several groups such as-

(a) dropped out students who cannot continue their education due to various reasons,

(b) students who were lacked motivation to continue with formal system,

(c) those students who belonged to geographically isolated areas far away from formal institutions,

(d) those housewives who cannot continue education due to family related problems,

(e) those who found the formal system expensive,

(f) those who want to develop knowledge and skill while remaining in job,

(g) those who belonged to socially and economically weaker sections of the society,

(h) married people who cannot continue further education due to family constraints and

(i) old aged people etc.

These groups need to enter the mainstream to strengthen the knowledge base society. Distance Education is one of the best alternatives to cater the educational requirements of these heterogeneous groups of learners. Started in the early 1960’s in the form of correspondence education initiated to cope with the unmet demand for formal higher education, the focus changed to reaching the unreached through distance education. In India, Distance education is well suited to meet the increasing needs and aspirations of clientele in higher education. The number of faculties
employed in Indian higher education is only 9.34 lakhs for 203.27 lakhs students. Out of 9.34 lakhs 83.09% teachers are in colleges and the remaining 16.91% in Universities (UGC Annual Report, 2011-12). The number of faculties is quite insufficient for providing quality education to a large number of students. Through distance education this problem can easily be solved as it requires fewer teachers along with modern means of technology. To avoid academic, administrative and financial burden in the formal system, it was necessary to divert the overflow of entrance through alternative mode of education. The ever growing demand for higher education coupled with the paucity of funds to meet the demand for higher education has forced most of the Universities to set up Distance Education Institutes/Centres. The Distance Education System in India is one of the largest educational systems in the world. It serves to the educational needs of millions of its students. At present, it comprises 14 Open Universities and about 200 DDE (Directorates of Distance Education)/CCIs (Correspondence Course Institutes) and government managed institutes that are providing education through distance mode. The DEC (Distance Education Council) is the apex of the ODL system in the country. The DEC is responsible for promotion, coordination and maintenance of standards of ODL (Open and Distance Learning) in the country.

Education including Distance education is a strong means of Human Resource Development (HRD). Human resources can be developed through formal, informal and non-formal education, in-service training to employed people, self-motivated education, health and nutrition programmes, mental-hygiene and environmental programmes etc. Distance education is the need of the hour for development of all human resources of India.

1.2. HUMAN RESOURCE DEVELOPMENT (HRD):

Development depends upon human beings, because humans are the agents of development. Human element is both an input and output of development. While the outcome of development is realized as better standard of living of all human resources, it is also human capital that provides the input for development. Human resources determine the economic development and growth of a nation.
‘Human Resource’ is a term used to describe the individuals who make up the workforce of an organization, or even whole nations. Human resource is undoubtedly an essential component of economic development and even though a country may possess abundant physical resources it cannot make rapid economic development unless there are adequate manpower with necessary skills, aptitude and proper attitude. For effective utilisation of natural resources there is need of right categories of manpower at the right places in right times. The developed human resource is called as ‘Human Capital’ or ‘Knowledge Capital’. Human capital means people can act as capital assets which yield a stream of economic benefits.

Peter Drucker pointed out that the human being is not a resource; it becomes a resource only if trained, developed and allocated to productive work.

According to Harbison and Myers(1964), “the human resources are the energies, skills, talent and knowledge of people which potentially can be applied to the production of goods or the rendering of useful services.” Human resources constitute the ultimate basis for wealth of nations. Capital and natural resources are passive factors of production, human beings are active agents who accumulate capital, exploit natural resources, create markets and carry forward economic development.

The term HRD i.e. Human Resource Development was formally introduced by Professor Len Nadler in 1968 at a Conference of American Society held at Miami, just to mean “Training and Development”. Later on Nixon, a former President of USA, introduces new programs aimed at HRD in1980.

Harbison and Myers pointed out that Human Resource Development (HRD) is a process of increasing the knowledge, the skills and the capacities of all the people in a society.

All human beings have innate, physiological, psychological and sociological capabilities. These potential capabilities can be developed through various processes. HRD is a process through which these innate competencies can be developed. HRD implies the creation of appropriate manpower for taking up jobs and occupations in accordance with the needs of a country.

Human Resource Development (HRD) is a process of transformation of raw human beings into productive human capital. It can be defined as “a planned activity
for overall growth of an individual or a group of individuals by providing them with relevant learning experiences.” Human Resource Development (HRD), in short, means investment in human capital. Human capital can be developed by health, education and quality of standard of living.

The Kothari Commission (1966) has aptly remarked, “While the development of physical resources is a means to an end, that of human resources is an end in itself and without it even the adequate development of physical resources is not possible.” The Commission has pointed out, “economic growth is not merely a matter of physical resources or of training in skilled workers; it needs the education of the whole population in new ways of life, thought and work.”

According to Nadler (1970) ‘Human Resource Development (HRD) is a series of organized activities conducted within a specified time and designed to produce behavioural change.”

Human Resource Development (HRD) serves the needs and aspirations of society as well as individual by developing human resources which provide new and better opportunities and essential services such as health and nutrition, emergency services, women, children and youth development etc.

The statistical indicator of estimating human development is Human Development Index (HDI). It is the combination of Life Expectancy Index (reveals the standard of health of the population), education Index (reveals the educational standard and the literacy ratio of the population) and Income Index (reveals the standard of living of the population). As per Human Development Report 2011, India is placed at the 134th rank in terms of Human Development Index (HDI) with a total score of 0.547.

HRD can be explained in two ways i.e. micro and macro contexts. In micro context it could be explained at organizational level. In macro context, it could be explained at national level.

At organizational level, Human Resource Development (HRD) is the integrated use of training, organization, and career development efforts to improve individual, group and organizational effectiveness. HRD process develops the key competencies that enable individuals in organizations to perform current and future
jobs through planned learning activities. HRD is a dynamic, ongoing, continuing and empowering process by which the employees of the organization are helped -

- to acquire capabilities such as knowledge, attitudes values and skills required to perform various tasks or functions;
- to discover and utilize their own inner capabilities for development of their organization and
- to develop an dynamic organizational culture for better development of individual as well as organization.

Shyam Chandra (1998) pointed out that in the organizational context, Human Resource Development (HRD) is a process by which the employees of an organization are continuously helped in a planned way to acquire all round capabilities (knowledge, perspectives, attitudes, values and skills) to perform various tasks related to their present and future roles, do develop their general enabling capabilities as individuals and to develop an organizational culture where team work and collaboration contribute to the organizational health.

Thus HRD at organizational level implies the process in which the flower of knowledge, skills, capabilities and creative abilities of employees can bloom for personal as well as organizational development. The effectiveness of any organization depends on these qualities of human resources involved in that organization.

Shyam Chandra pointed out that Human Resource Development in the national context is a process by which the people in various groups (age groups, regional groups, socio-economic groups, community groups) are helped to acquire new competencies continuously so as to make them more and more self-reliant and simultaneously develop a sense of pride in their country. Thus at the National level, HRD is a process for helping people in various groups to develop their personal skills, knowledge, and abilities for overall development of the country. These competencies will make them more and more self-reliant.

According to United Nations Development Programmes (UNDP), ‘HRD means competency in terms of healthy living, long living, skill base that contributes to productivities and enhances quality of life through creation of purchasing power.’ It defines the term HRD “Those policies and programmes that support and sustain
equitable opportunities for continuing acquisition and application of skills, knowledge and competencies which promote individual autonomy and are mutually beneficial to individuals, the community and the larger environment of which they are a part.”

Harbison and Myers discussed the term Human Resource Development from various points of view. They explained HRD from economic, political, and social and cultural points of view.

“In economic terms, Human Resource Development could be described as the accumulation of human capital and its effective investment in the development of an economy. Human Resource Development, in this sense, is the process of developing human skill or competence in producing goods and services in the society. So, in economic terms HRD means development of productive power of human resources.

In political terms, Human Resource Development implies a process which prepares people for adult participation in political processes, particularly as citizens in a democracy. So, in political terms, HRD means to make human resources as good citizens.

From the social and cultural points of view, the development of human resources helps people to lead fuller and richer lives, less bound by tradition. In short, the processes of human resource development unlock the door to modernization. So, in social and cultural terms HRD means development of proper values for better standard of living.

Harbison and Myers pointed out that Human Resources can be developed in many ways. The most obvious is by formal education, beginning with primary or first-level education, continuing with various forms of secondary education, and then higher education including the colleges, universities and higher technical institutes.

Second, human resources can also be developed “on the job” through systematic or informal training programs in employing institutions; in adult education programs; and through membership in various political, social, religious and cultural groups.

A third process is self-development, as individuals seek to acquire greater knowledge, skills, or capacities through preparation on their own initiative—by taking
formal or correspondence courses, by reading, or by learning from others in informal contacts. Motivation for self-development is directly related to the social values of the society and to incentives for training and for entering one occupation as opposed to another, as well as for learning new skill.

Two other processes of human resource development are improvements in the health of the working population through better medical and public health programmes, and improvements in nutrition, which increase the working capacity of people on a man-hour basis as well as over a working life.”

Thus HRD includes personal development, personal satisfaction, career development, and professional development, inculcation of proper attitude and values for better living, development of organizational culture and development of a country.

1.3. ROLE OF EDUCATION FOR HUMAN RESOURCE DEVELOPMENT:

Human Resource Development requires properly planned educational programmes. For development of human resource some basic factors are needed. These factors are education, training, health care and nutrition, good environment, better infrastructure, eradication of poverty, and technology etc. These factors are helpful for better quality of life. All these factors enhance the productivity of investment in education. Until and unless these key factors are not considered properly, human resource development in true sense would be an illusion.

In 1776, Adam Smith in his book ‘Wealth of Nations’, referred education as an investment in human resource. He has recognized the importance of education and the labour power in the creation of wealth in his opening sentence of the ‘Wealth of Nations.’ He states, “The capacities of individuals depended on their access to education.” He argued that efficient use of labour would lead to high production, growth, and a rising standard of living.

Alfred Marshall considered education “as a national investment”. According to him, “the most valuable of all capital is that invested in human beings.” Therefore, he strongly demanded for a high expenditure on education.
Karl Marx laid emphasis on free universal education. He appreciated the initiative taken by Robert Owen who set up a school in his factory in Scotland during 1799 to produce fully developed human beings.

T.W. Schultz measured the contribution of education to the development of the economy of the United States of America and according to his estimate education was found to be 3.5 times more attractive than investment in physical capital.

The World Bank Report (1980) recommended that human resources should be the main instrument for national development.

The Sixth Five year plan of India (1980-85) accorded education as means for human resource development. Programmes of Human Resource Development have a four-fold perspective:

i. To prepare individuals for assuming their role as responsible citizens

ii. To develop in them scientific outlook, awareness of their rights and responsibilities as well as a consciousness of the process of development

iii. To sensitize them to ethical, social and cultural values which go to make an enlightened nation and

iv. To impart to them knowledge, skills and attitudes which would enable them to contribute to the productive programmes in the national development.

The Seventh Five year plan of India (1985-90) laid special emphasis on Human Resource Development. The major components of HRD include education, health, social welfare, science and technology.


H. R. Asdollah (1995) considered that the components of Human Resource Development (HRD) are knowledge, attitude, skill and behaviour. Education is regarded as an investment in human resources for promoting the knowledge, skills and attitudes of future employees and workforce.

It may be noted that a properly designed educational planning helps imbalances in the manpower demand and supply and facilitates adjustment of human
resources to changing economic and social requirements. Investment in education is the key for quality of manpower which in turn determines the sustainable development of individuals, society and nation. All human being is like an uncut diamond, education and training is the most crucial to make them as gem.

The role of education for Human Resource Development (HRD) can be explained in the following way:

- Education plays an important role in physical, intellectual, scientific, moral and spiritual development of an individual.
- Education influences the economy of a country directly through employment, composition of labour forces, mobility and division of labour forces and productivity. The productivity of an individual increases as he moves through the different levels of education.
- Education influences the economy of a country indirectly through increased savings, small families and by developing right kind of attitudes and skills and by removing some of the obstacles to social change, innovations and progress. Educated people are more likely to adopt innovations and thereby to increase productivity.
- Education provides employment and produces goods and services (non-material goods) required for the total economy. It contributes to the Gross National Product (GNP) of a country.
- Human capital is the key for economic growth and development. There is direct relationship between development of education and economic development. This development can take place throughout the life of every human being. In order to sustain the economic progress all the members of the nation must be developed. The productive capacity of labour depends on the extent of human capital the labour possesses and human capital is created by investment in education.
- Economic development will follow the Human Resource Development (HRD) which we can attain through education. Human Resource Development helps economic development by increasing the production of essential goods and services and also helps to preserve and enhance the human dignity, freedom and worth of individuals.
Education is investment in mankind. Investment in education accelerates the process of development; it promotes economic growth, reduces income inequalities, and accelerates rural development and also population control.

Improvement in health is also a way of developing human resources. A good health will enable the worker to improve his working capacity. An educated person can maintain good health.

Education leads to the skilled and talented human resources, increases the efficiency of the labour.

Education develops the reasoning power and the ability to analyze and relate facts and events in proper sequences, to draw inferences and apply conclusions to new situations and these mental abilities indirectly contribute to productivity.

Manpower requirement is the prime indicator of educational need. There is a close relation between educational planning and production of manpower. Education leads to HRD which in turn useful for economic growth.

Every citizen has to take education to acquire various capabilities by which it is possible for him to fulfill his and his family’s requirement.

Education and good health have positive outcomes on the human resource which lead to overall growth and prosperity.

The socio-economic life of the people changes drastically through education. The outlook changes, thought process changes, and progressive thoughts result in social welfare.

1.4. ROLE OF DISTANCE EDUCATION FOR HUMAN RESOURCE DEVELOPMENT:

Distance education as an alternative mode of formal education is the most crucial determinant of the Human Resource Development. Distance education is very helpful for development of those human resources who are living in different geographical location, in different age and different learning capacity and who have lost their educating chance for many reasons such as age, illness, some family problems, socio-economic and geographical problems and so on. It can be provided to the entire population to suit the different kinds and levels of interests and needs.
Distance education provides educational opportunity to a large section of population through different educational components such as self-learning materials (SLMs), personal contact programmes (PCPs), giving instruction through satellite, internet, video or teleconferences, broadcasting radio and television courses and the other student support services like library, online communication and computer assisted instructions so on. The formal system of education is not able to cover all sections of the society. Hence distance education is the best for transforming all raw human resources of a nation to be learned, productive, efficient and effective human capital. Distance Education is a means by which human resources of any country can be developed which is not possible in formal system of education.

H.R. Asadollah (2005) pointed out that distance education is one of the factors that foster the development of human resources and believes that human resources refer to human competencies such as knowledge, skill, experience and behaviour. He also argued that the main role of distance education in the process of human resource development is to produce change in behaviour, development of knowledge, skill and attitude. He believed that distance education fosters HRD which in turn results in economic growth and sustainable development.

Distance Education is helpful for Human Resource Development in the following way-

- **Development of Knowledge:** In the present knowledge society, it is urgently required to grow knowledge fast. Distance Education can be used as a viable mode for updating and upgrading knowledge through diverse educational programmes. One of the objectives of higher education is to expand the frontiers of knowledge which can be achieved through distance education by employed people, women and any other disadvantaged sections of the society.

- **Development of Skills:** Distance Education through various mechanisms including technology and mass media is helpful to update the existing skills of learners and can generate new skills among diverse groups of learners. In this new millennium, it is necessary to endow different skills by all the human resources.

- **Utilisation of leisure time:** Distance Education can cater to the needs of learners who wish to utilize their leisure time in pleasurable activities. It is
helpful for housewives and old aged people, employed people who are in full time jobs for spending their leisure time satisfactorily. This may increase their working capacity which in turn leads to human productivity.

**Life-long learning:** - Distance Education provides vast scope for life-long learning through large scale use of mass media and modern technological gadgets. It is useful for continuous development of all human resources throughout their lives. It is that mode of education which can cover the entire life span of an individual.

**Inculcation of proper attitude and values for better living:** - Distance Education inculcates proper attitude and values for better living among different categories of learners. It can spread necessary awareness for better living regarding health status, nutrition, education particularly disadvantaged sections of the society.

**Professional Development:** - Due to low level of education, employed people may suffer different types of problems in their professional life. It can improve work efficiency and productivity which in turn helps to economic growth. It is only possible in distance education system through upgrading courses and programmes.

**Career Development:** - Distance Education enhances qualifications for career development of those learners who are not able to enter in formal system of education due to various reasons.

**Personal Gain:** - Through Distance education learners are able to gain personally. It not only develops their intellectual development but also improves their standard of living. Distance education courses proved a boon for in-service persons, professionals, job-less youth, housewives and old –aged persons.

Figure 1.2 shows role of distance education for Human Resource Development process.
1.5. NORTH- EAST INDIA: LOCALE OF THE STUDY

North East India consists of eight states- Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland and Tripura and Sikkim. The total area of North-East India is 2,62,588 sq.km. Topographically the region is a mixture of hills and plains. While Arunachal Pradesh, Meghalaya, Mizoram and Nagaland are almost entirely hilly, about four-fifths of Assam is plains. Manipur and Tripura have both hilly and plains areas. The region is bounded by Tibet and China in the North and East, Bangladesh in the South, Burma in the South-East and Bhutan in the West. Various religions in this region are Hinduism, Islam, Buddhism, and Christianity. The entire North-East region is believed to be one of the most beautiful regions in South Asia. The North-East India is unique geographically, climatically, ecologically, floristically, faunistically, economically and ethnically. The region has
got its definite identity due to peculiar physical economic and socio-cultural features and rich bio-diversity. The region is a treasure of various natural resources and at the same time is a store house of diverse problems. The faster growth rate of population has led to the rapid process of urbanization, industrialization, mining activities, construction of roads and railways, increasing use of chemicals in plantation crops, and deforestation. Lack of education, lack of skills, technological knowledge, and irrational use of natural resources add further to severe problems in the region. There is no denying the fact that natural disasters like earthquake, flood, as well as landslide have been playing their disastrous role in the region. The region is one of the most earthquake prone zones in the contemporary world.

1.5.1 DEMOGRAPHIC SCENARIO OF NORTH- EAST INDIA:

The demographic scenario of North–East India as per 2011 census is shown in table 1.2.

**TABLE 1.2**

DEMOGRAPHIC SCENARIO OF NORTH- EAST INDIA (2011)

<table>
<thead>
<tr>
<th>India/North-Eastern States</th>
<th>Total Population (% of population of India)</th>
<th>Decadal growth 2001-2011 (%)</th>
<th>Rural Population (68.84%)</th>
<th>Urban Population (31.16%)</th>
<th>Area (sq. km)</th>
<th>Densit y (sq. km)</th>
<th>Sex Ratio</th>
<th>Literacy Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>1,210,193,422</td>
<td>17.64%</td>
<td>833,087,662</td>
<td>377,105,760</td>
<td>3,287,240</td>
<td>382</td>
<td>940</td>
<td>74.04%</td>
</tr>
<tr>
<td>Assam</td>
<td>31,169,272 (2.58%)</td>
<td>16.93%</td>
<td>26,780,516 (85.92%)</td>
<td>4,388,756 (14.08%)</td>
<td>78,550</td>
<td>397</td>
<td>893</td>
<td>73.18%</td>
</tr>
<tr>
<td>Tripura</td>
<td>3,671,032 (0.30%)</td>
<td>14.75%</td>
<td>2,710,051 (73.82%)</td>
<td>960,981 (26.18%)</td>
<td>10,492</td>
<td>350</td>
<td>961</td>
<td>87.75%</td>
</tr>
<tr>
<td>India/North-Eastern States</td>
<td>Total Population (% of population of India)</td>
<td>Decadal growth 2001-2011 (%)</td>
<td>Rural Population (%)</td>
<td>Urban Population (%)</td>
<td>Area (sq. km)</td>
<td>Density (sq. km.)</td>
<td>Sex Ratio</td>
<td>Literacy Rate</td>
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</tr>
<tr>
<td>Meghalaya</td>
<td>2,964,007 (0.24%)</td>
<td>27.82%</td>
<td>2,368,971 (79.92%)</td>
<td>595,036 (20.08%)</td>
<td>22,720</td>
<td>132</td>
<td>986</td>
<td>75.48%</td>
</tr>
<tr>
<td>Manipur</td>
<td>2,721,756 (0.22%)</td>
<td>18.65%</td>
<td>1,899,624 (79.79%)</td>
<td>822,132 (20.21%)</td>
<td>22,327</td>
<td>122</td>
<td>987</td>
<td>79.85%</td>
</tr>
<tr>
<td>Nagaland</td>
<td>1,980,602 (0.16%)</td>
<td>-0.47%</td>
<td>1,406,861 (71.03%)</td>
<td>573,741 (28.97%)</td>
<td>16,579</td>
<td>119</td>
<td>931</td>
<td>80.11%</td>
</tr>
<tr>
<td>Arunachal Pradesh</td>
<td>1,382,611 (0.11%)</td>
<td>25.92%</td>
<td>1,069,165 (77.33%)</td>
<td>313,446 (22.67%)</td>
<td>83,743</td>
<td>17</td>
<td>920</td>
<td>66.95%</td>
</tr>
<tr>
<td>Mizoram</td>
<td>1,091,014 (0.09%)</td>
<td>22.78%</td>
<td>529,037 (48.49%)</td>
<td>561,977 (51.51%)</td>
<td>21,081</td>
<td>52</td>
<td>975</td>
<td>91.58%</td>
</tr>
<tr>
<td>Sikkim</td>
<td>607,688 (0.05%)</td>
<td>12.4%</td>
<td>455,962 (75.03%)</td>
<td>151,726 (24.97%)</td>
<td>7,096</td>
<td>86</td>
<td>889</td>
<td>82.20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45,587,982 (3.7%)</strong></td>
<td>-</td>
<td><strong>36764225</strong></td>
<td><strong>8216069</strong></td>
<td><strong>262,588</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Source:** Census Report, Govt. of India, 2011

As per 2011 census, the total population of eight north-eastern states, namely, Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland and Tripura in 2011 was 45.59 million which constituted about 3.7% of total population of the country (121 million). Of the total population of the eight north-eastern states, Assam constituted the highest chunk of population (64.15%) followed by Tripura (8.05%), Meghalaya (6.5%), Manipur (5.97%), Nagaland (4.34%), Arunachal Pradesh (3.03%), Mizoram (2.39%) and Sikkim (1.33%).

Nagaland is the only state which has shown negative growth in population. Arunachal Pradesh retains the state with lowest density in population with 17 persons per sq. km.
1.5.2. EDUCATIONAL SCENARIO OF NORTH-EAST INDIA:

North-East India needs more quality education so that life expectancy and standard of living will be improved to the possible extent, leading to overall improvement of human development. According to 2011 census, the literacy rate of Mizoram, Tripura, Sikkim, Nagaland, Manipur, Meghalaya, Assam and Arunachal Pradesh was 91.58%, 87.75%, 82.20%, 80.11%, 79.85%, 75.48%, 73.18%, and 66.95% respectively.

Table 1.3 shows the number of universities and university level institutions, number of colleges, students’ enrolment in North-East India.

<table>
<thead>
<tr>
<th>State</th>
<th>Number of Universities and University Level Institutions</th>
<th>Number of Colleges</th>
<th>Students Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arunachal Pradesh</td>
<td>3</td>
<td>16</td>
<td>16,068</td>
</tr>
<tr>
<td>Manipur</td>
<td>3</td>
<td>76</td>
<td>33,755</td>
</tr>
<tr>
<td>Mizoram</td>
<td>3</td>
<td>28</td>
<td>12,303</td>
</tr>
<tr>
<td>Nagaland</td>
<td>4</td>
<td>55</td>
<td>20,026</td>
</tr>
<tr>
<td>Sikkim</td>
<td>5</td>
<td>15</td>
<td>11,608</td>
</tr>
<tr>
<td>Meghalaya</td>
<td>9</td>
<td>64</td>
<td>41,633</td>
</tr>
<tr>
<td>Assam</td>
<td>10</td>
<td>507</td>
<td>2,68,451</td>
</tr>
</tbody>
</table>

**Source**: Higher Education in India at a glance (2012), Retrieved from [http://www.ugc.ac.in](http://www.ugc.ac.in)

The table 1.3 shows that Assam has the highest number of universities and university level institutions (10), number of colleges (507), and number of enrolment (2,68,451). The number of enrolment is lowest in Sikkim i.e. 11,608. Despite the
availability of various higher education institutions in North-East India, there is a large unmet demand for education at all levels especially for higher education. The conventional institutions are not able to cope up with the demand.

1.5.3. DISTANCE EDUCATION INSTITUTIONS OF DUAL MODE UNIVERSITIES IN NORTH–EAST INDIA:

The Distance Education Institutions of Dual Mode Universities in North–East India are as follows.

1. **The Institute of Distance & Open Learning (IDOL) under Gauhati University (Assam):**

The Institute of Distance & Open Learning (IDOL) under Gauhati University was established in 1998 as the ‘Post Graduate Correspondence School’ (PGCS). The aim of the IDOL is to cater the needs of students who could not continue their higher education on account of various reasons and to impart quality education in an intellectually challenging learning environment.

2. **The Directorate of Distance Education (DDE) under Dibrugarh University, Assam:**

The Directorate of Distance Education (DDE) under Dibrugarh University was established in 2001. Due to limited number of seats a large number of students are deprived from taking higher education in formal system. Considering this matter, the DDE, Dibrugarh University has set the vision of bringing higher Education to the doorsteps of the learners.

The major objectives of the Directorate are-

i. To provide access to quality higher education to the people of the region who are deprived of higher education due to various reasons.

ii. To provide higher education to those who wish to upgrade or acquire knowledge through studies in various field.
iii. To develop knowledge and skills in different areas which are hitherto covered by formal education system existing in the North-East Region.

iv. To provide research in different fields.

v. To provide guidance and counseling to its students.

3. The Institute of Distance Education (IDE), Rajiv Gandhi University, (Arunachal Pradesh):

The Institute of Distance Education (IDE) under Rajiv Gandhi University was started in 2005. The main objective of the IDE is to provide opportunities of taking higher education to those youths of Arunachal Pradesh who cannot access higher education due to various reasons.

4. The Centre for Distance Education (CDE), North-Eastern Hill University, (Meghalaya):

The Centre for Distance Education (CDE) under North-Eastern Hill University was started in 2003. The basic objective of the (CDE) is to offer short-term and long term course through distance mode to those learners who have been deprived from formal reason for various reasons and who wanted to continue higher education to enhance skill and knowledge irrespective of their age and place of residence.

5. The Directorate of Distance Education (DDE), Tripura University (Tripura):

The Directorate of Distance Education (DDE) under Tripura University was established in year 1996. The main objective of the DDE, Tripura University is to impart higher education through distance mode with multi-media approach apart from conventional formal system. The DDE, Tripura University has introduced Distance Education to cater to the needs of-

- Students who had to discontinue their formal education owing to pecuniary and other circumstances,
- Students living in geographically remote areas of the state,
• Students who had to discontinue their education because of lack of aptitude and motivation, but later on became motivated,
• In-service persons and
• Housewives etc.

In 2011, The Centre for Open and Distance Learning under Tezpur University was started which is not considered in the present study.

1.6. NEED OF THE STUDY:

North-East India is described as a backward region of India. The NE states are lagging behind as compared with most of the other states of India in respect of economic development as well as educational development. The region is full of potentialities. Rich bio-diversity and various resources are within the possession of the region. But the region could not flourish due to poverty, heavy population pressure, inadequate infrastructure, under-utilised manpower, untapped natural resources, adverse climatic conditions, mountainous landscape, low level of technology, terrorism, insurgency, crime and violence. The region has thousands of primary, secondary and higher secondary schools, but the pass percentage of candidate is not to the expectation. Acquiring higher education by the students and adult learners living in the hill areas or in the remote places become very difficult. Majority people live in rural areas and a substantial number of colleges and universities are located in urban areas. The Distance Education Institutes of Dual Mode Universities in North-East India have a vast potential for reaching out to this sector and other unprivileged sections of the society. The human population living in remote areas of North-East India need education programmes to become human resource. Human Resource Development is perhaps a challenging task before the economic and educational planners of the North East India. Failure to take action in time would lead to massive wastage of human resources in the region. In North-East India, the educational scenario shows a dismal picture with a massive problem such as unemployment and underemployment. Human resource is the most strategic determinant of growth and stress should be laid on manpower development programme. The formal system of education is not sufficient to provide education to all human resources of North-East India. Due to limited number of seat capacities in
formal educational institutions, a larger number of students are deprived from higher education. In the present competitive world, higher education is urgently necessary to become a productive human being. Distance education system is a second string to the bow of higher education. Distance education is the alternative effective tool for human resource development in North-East India. In this backdrop the growth of distance education is the need of the hour to reach out to unprivileged and unreached sections and for developing competency for various occupations and careers. Distance Education becomes a highly welcome step in bringing education to the door of those willing to acquire higher education but unable to do so due to lack of facilities.

The Distance Education Institutes of Dual Mode Universities in North-East India have been trying to contribute to the educational history of North-East India by democratising higher education. These institutions reached every nook and corner and provided greater accessibility to a large number of populations.

The North-East India has much to gain from the liberal admission policy and teaching learning mode of the Distance Education Institutes. In this context it may be worthy to examine the present status and future prospects of Distance Education Institutes of Dual Mode Universities in North East India. There is an urgent need to strengthen their hands and develop on sound and healthy lines so that these institutions will be fruitful to their mission of ‘Quality Higher Education for all’. Quality Higher Education is a prerequisite in North-East India to circumvent the natural resource constraints and develop skilled human resources.

There is a need to make these institutions effective and to know how effective it is. A system is effective when it is running smoothly. From the viewpoint of the learner the Distance Education system is effective when his entry into the system is easy, when the learning system is suitable to him, when the administrative procedures like submitting applications, getting information, writing examinations, and passing out of the stream are well planned, easy and less troublesome. The system can also be said to be effective when the organizational structure is well defined and each individual involving in the system has a favourable attitude.
towards the system. The system can be said to be effective when the general trends are upward, like growth of enrolment, growth of programmes of study and growth of students’ achievement etc.

Much of the research work in the area of Distance education has focused its attention on the basic concept, the learner, his profile and needs, and the student support services (SSS). In North-East India no study is done on Distance education as a means for Human Resource Development in North-East India. Hence this area was chosen for this study.

1.7. STATEMENT OF THE PROBLEM:

In the light of above stated background the present investigation has been formally entitled as – “Distance Education as a means for Human Resource Development in Dual Mode Universities of North-East India.”

1.8. OBJECTIVES OF THE STUDY:

The objectives of the present study are –

1. To analyse the developmental trend of the Distance Education Institutes of Dual Mode Universities in North-East India with regard to -

   i) Organisational structure.
   ii) Admission procedure.
   iii) Enrolment of the students.
   iv) Programmes of study.
   v) Evaluation.
   vi) Students’ Achievement.

2. To study the infrastructural facilities of the Distance Education Institutes of Dual Mode Universities in North- East India with regard to-

   i) Physical facilities.
   ii) Study materials.
   iii) Personal contact programmes.
   iv) Study Centers.
3. To examine students’ profile of the Distance Education Institutes of Dual Mode Universities in North-East India-

   i) To examine the flexibility of age of the students.
   ii) To examine the educational background of the students.
   iii) To examine the sex-wise distribution of the students.
   iv) To examine the employment status of the students.
   v) To examine the residential status of the students.
   vi) To examine marital status of the students.
   vii) To examine community background of the students.

4. To study the effectiveness of Distance Education for Human Resource Development in North-East India with regard to –

   i) Knowledge development.
   ii) Skill development.
   iii) Inculcation of proper attitude and values for better living.
   iv) Career development.
   v) Professional development.
   vi) Personal gain.

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.

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.
1.9. DELIMITATIONS OF THE STUDY:

The delimitations of the present study are:-

a) The present study has been delimitated to the Distance Education Institutes of five Dual Mode Universities in North-East India.

b) The sampled students of the present study have been confined to two Distance Education Institutes i.e. DDE, Dibrugarh University and IDOL, Gauhati University.

1.10. CHAPTERISATION:

The entire thesis is divided into seven chapters.

The first chapter is an introductory one which discusses the role of education for Human Resource Development, role of Distance Education for Human Resource Development, demographic profile and educational scenario of North-East India, Distance Education Institutions of Dual Mode Universities in North-East India, need of the study, statement of the problem, objectives of the study, assumptions, delimitations of the study etc.

The second chapter deals with the conceptual background of the study.

The third chapter discusses with review of literature related to the area of Distance Education.

The fourth chapter explains research methodology used in the present study.

The fifth chapter deals with analysis and interpretation of data.

The sixth chapter highlights findings, discussion, suggestions, and conclusion.

The seventh chapter deals with summary of the present study.