Chapter Seven

Conclusions, Findings, Limitations & Suggestions

- Conclusions
- Findings
- Limitations
- Suggestions

Conclusions:

This chapter summarizes the salient features of the research work and presents the major findings which were achieved through research methodology. Also some limitations that faced the researcher were mentioned, with a view to arriving at some suggestions for research and policy decisions.

Reports and studies from Middle East and South Asian countries show a low human development. The main cause is that these countries are far behind in women related development indicators. Like other developing countries or conservative societies, Palestine and India are also facing same problem in the process of women's participation in development. These lag behind in social variables of human development. Patriarchal social system, old traditional customs and values, low status of women, low literacy among women, low work participation of women in labour force, low earning of women and slow pace of modernization are the characteristics of most Asian countries, including Palestine and India. These social ills are responsible factors in slowing down the pace of human development. As stated in various Human Development Reports, those countries that have a higher rank in overall performance of human development indicators also have higher rank in women related indicators of development.

Although around half of population is female in any country however this sector suffers many economic, social, cultural and political obstacles which prevent her effective participation in life, so, ignoring their development slows down the progress of the country. It is proved by various studies and international data. Certainly, a country or a province can not give justification to the process of human development if women, that contain half the of population of the country, are being excluded

from mainstream development. Keeping this view in the centre, various studies on women development conducted over a period of last 20 years were reviewed. Women's empowerment is a magnitude word in the process of human development in present time.

Perhaps, the availability of higher effective education system helps individuals to change and improve their situations and ensures the opportunity social mobility for them and to have better future.

First chapter, dealt with open and distance education, social development, gender and empowerment of women along with human development. Also the view of Al-Quds Open University QOU and Indhira Ghandi National Open University IGNOU were studied.

As conventional education sector still suffer from many obstacles: geographical, political, social, and economical. By geographical part the student resides may form obstacle that where prevent him to reach study place hence, in recent conditions such as blockage and siege otherwise Palestinian territories have witnessed political upsets and instability this leads to educational establishment closing because of Israeli occupation. On the social level, after social complications life and appearance of woman's role which has not been restrained in the house .So, it became an essential fact to give new educational methods hence, the educated and uneducated woman join.

Educationally, as a fact there is a durable correlation between economy and education on the one hand it is important to point that education forms essential part of economical development, on the other hand, economical development is a necessity for education development .Therefore, it must have been necessary to search about new education system to surpass above obstacles and remove them ,so the open learning was the best solution that fitted this problem; open learning shows itself as a real alternative for conventional learning ,particularly in developing

countries, since it reduces the expenses. Open learning is considered one of the fastest training and education fields all over the world. Additionally, new inventions in information and technique aspects had enhanced the possibilities of this learning type over services offering various sectors of people especially women who have been affected negatively by conventional education.

Many advantages of open learning system such that everyone and anyone can benefit at no great cost. While the focus of this work are primarily the women, open learning system holds great advantages for the entire society, almost anyone can benefit from this unique system of education. The system however holds special implication for the women, especially in a developing and conservative societies such as Palestine and India. Working women as well as women and girls resident in the sub-rural societies could benefit from this distance learning.

The UNESCO has adopted the open learning term and distance learning to point out the learning where the learner is at distance from his /her learning place. Open learning appeared at the end of the nineteenth century. It became an opportunity for individuals to study regardless their geographical places or economical and social status.

In its published papers Al-Quds Open University QOU defines open learning as a sort of distance learning open and flexible with facilities supports the learner to study regardless of his/her age, work and living place and deal with educational obstacles through means, methods and techniques to reduce these obstacles.

The society can't achieve the comprehensive and balanced development unless its individuals participate consciously and positively in it's development. Development can't be achieved in any country unless it make use of human being.

Education is the single best development investment, a country can make. It contributes to people's better health, higher incomes, and increased participation in community life. These social and economic returns have been proved to be particularly high, when girls are educated.

In most developing countries, women have subsequently less access to education, to jobs, to income and to power than men. Women generally account for the largest proportion of deprived people.

So the woman couldn't do the expected role in developing her society except, if she has got her share of comprehensive care and suitable education, especially modern life is considered as complicated and developed. Uneducated woman these days is one of undevelopment society features and the most dangerous obstacle of cultural, political, and social developed in the society.

The UNESCO report points out that women learning is the most important investment toward the future either the objective is to develop hygienic status or increasing the registered children in the schools or develop the social life, so the communities' efforts will not be succeeded if not interest in mother's learning and developing women situations.

So social development is a process in which the transformation of social structures in a manner improves the capacity of the society to fulfil its aspirations. Society develops by consciousness and social consciousness develops by organization. Not all social change constitutes development .It consists of four well- marked stages: survival-growth-development- and evolution, each of which contains the other three within it. Development implies a qualitative change in the way the society carries out its activities .While the term (social development) is usually applied to changes that are beneficial to society.

Social Development encompasses a commitment to individual well-being and the opportunity for citizens to determine their own needs

and to influence decisions which affect them. As a practical definition, social development can be described as the process of increasing the assets and capabilities of individuals to improve their wellbeing, the capacity of social groups to exercise their rights, transform their relationships with other groups, and participate in development processes, the ability of society to reconcile the interests of its constituent elements, govern itself peacefully, and manage change.

Since the concept of the social development includes: poverty fighting, malnutrition, therefore it is considered as one of the basic elements to achieve humane development which is interested in obtaining health, skill and knowledge as basic role to inter other opportunities.

The open learning has become the mean which decision makers aspire to it for its multiple advantages. Whether open learning could participate of developing the women sector in the developing countries especially the sector that has faced many obstacles by the illiteracy and lowering educational level and social stress.

Women status and education in the society are interrelated. All over the world movements have been carried on to change the situation of illiteracy as stated The movement for improving women's status all over the world has always emphasized education as the most significant instrument for changing women's subjugated position in society. Women education has an important role in the development of nations. The literacy rate of the women has also impact on the economical condition and reduction of the poverty of the country.

According to the mentioned this leads us to another close concept that is empowerment.

As well as Kabeer defined it "Expanding the people abilities in order to control strategic options in their life as they were deprived of such abilities."

Foregoing definitions show that empowerment implies that an individual or a group had hitherto lacked power or authority by circumstances, denial or default. The issue of women empowerment has become a part of popular debate. It has however been misconstrued in a myriad of ways; to a great majority empowerment suggests women's power to fight men, including their husbands. The very mention of the term empowerment generates strong emotional connotations that construe violent revolutionary action of some sort or the other, organized by the women against the established institutions. The concept of empowerment based on assuaging the oppressions of the women has led to the establishment of the United Nations development Fund for Women (UNIFEM) whose primary role is to promote the participation of women at all levels of development planning and implementation.

In his clarification for women empowerment through his wondering what women's empowerment is about? Chawla says,

- Making women's contribution to society visible.
- Affirming women's knowledge, skills and experience in other areas of this involvement.
- Creating a social environment that gives women self-esteem and self confidence.
- Providing opportunities for empowering education to girls and women and providing support to them to move into non-traditional roles and take decisions about themselves.
- Enhancing women's participation in political processes at all levels.
- Making facilities and resources available and accessible

- Enabling women to gain access to and control over means of production, property and other resources and over their own labour, income, bodies and sexuality.

The interest of woman's issue and her participation in developing her countries has become from developing saying ,"the humane wealth is the maker of wealth", since the humane development must be involved in the woman empowerment as a basic ground to make the humane wealth and support its execution, organizing its abilities, promoting its status, changing its awareness about herself to be able to choose, to have aloud voice in protecting her interests and to be able to participate and take resolutions and influence in daily life events.

Statement of the Present Study:

In increasing the role of Open Learning Program in Palestine (Al-Quds Open University) which has led to attracting big numbers of students that has reached nearly the same number of students in other conventional universities together and in spite of modernity of open learning program (Al-Quds Open University). Even the idea of open learning has started at the beginning of nineties, number of students who joined this sort of learning are still increasing, especially women. Statistics refers to the percentage of 60 per cent students who joined were women, this made conventional learning helpless compared to Open Learning. To compare between Al-Quds Open University in Palestine and Indira Gandhi National Open University in India the statement of study is resumed in the following questions :-

1- What is the role of open learning program in Palestine (Al-Quds Open University) in the development of Palestinian women?

2- What is the role of open learning program in India (Indira Gandhi National Open University) in the development of Indian women?

3- Are there significant differences in the role of Open Learning Program in the development of women due to country variable (Palestine and India)?

4- Are there significant differences in the role of Open Learning Program in the development of women in Palestine and India due to age variable?

5- Are there significant differences in the role of Open Learning Program in the development of women in Palestine and India due to marital status variable?

6- Are there significant differences in the role of Open Learning Program in the development of women in Palestine and India due to place residence variable?

7- Are there significant differences in the role of Open Learning Program in the development of women in Palestine and India due to education (graduated or student) variable?

8- Are there significant differences in the role of Open Learning Program in the development of women in Palestine and India due to specialization variable?

9- Are there significant differences in the role of Open Learning Program in the development of women in Palestine and India due to family size variable ?

10- Are there significant differences in the role of Open Learning Program in the development of women in Palestine and India due to family structure variable?

11- Are there significant differences in the role of Open Learning Program in the development of women in Palestine and India due to occupation variable?

12- Are there significant differences in the role of Open Learning Program in the development of women in Palestine and India due to salary variable?

Significance of the Study:

The significance of the study comes from the significance of Open Learning Program, which gives the opportunities for women from Palestinian and Indian communities to join higher education who were not able to join ordinary conventional learning, especially, the women sector which are forgotten when the matter is related to the human development. The interest in women means interest in family because the woman is considered as the essential base which the family involves around and derives it's strength from. This adds another new important element to the present study, furthermore, this study focuses on socio-development and empowerment of women and consequently their societies.

Objectives of the Study:

1- This study aims to know the role of Open Learning Program in Palestine (Al-Quds Open University)and India (Indira Gandhi National Open University) in developing Palestinian and Indian women.

2- Arrangement of study aspects according to its importance and its relationships according to the role of Open Learning Program in developing Palestinian and Indian women.

3- Checking the effect of variables like the : country, age, marital status, place residence, education (graduated or student), specialization, family size, family structure, occupation, salary variable on the role of open learning program in developing Palestinian and Indian women .

4- This study represents framework for the researchers and policy makers who are standing at this sort of learning to use the results that the research achieves and recommendations.

In chapter two the researcher dealt with review of university education in Palestine and India, historical background about open and distance learning system and it's development in developing and developed

countries, the theoretical framework, as well as in general, it focused on women's education and especially Palestinian and Indian women education status. Besides this it was also showed relation between education and development as well as empowerment, its indicators and the role of higher education in development that was in the first section of the chapter.

Furthermore, in the second section, the researcher presented previous literature and studies which were related to the research topic whether entirely or partly to discuss and follow them up. The researcher divided related studies into the categories like studies related to open learning system, studies related to open learning and human development, empowerment of women, gender and education.

In chapter three the researcher dealt with socio-cultural background of women in Palestinian and Indian societies respectively. It was noticed that there were similarities between Palestinian and Indian societies in general which is related to women status and roles as both of the societies are patriarchal and conservative social systems which gives men superiority over women , so women were neglected in taking there roles in the family and society , and so they were forbidden from their opportunity in education through some dimensions like education, employment, legal rights, health and political participation.

Although one should accept the fact that there are changes taken place in all aspects all over the world including Indian and Palestinian societies which has made tremendous impact on people's attitudes particularly regarding women's status and role , hence it is noticed that there is an increase in women education, work opportunities, participation In household managements and participations in society.

In chapter four the researcher collected primary as well as the secondary information through interview schedule and from the reliable

sources. The researcher applied the well-known statistical techniques for measuring the coefficient of determination, t-test and F- Statistics, using a computer software programme such (Software Package for Social Sciences (SPSS).

A descriptive field approach was used for this study. This approach is to study the phenomenon as it is in real life, analyze it and link it to other similar phenomena, without the intervention of the researcher.

Population of the Study

Population of the study included all women enrolled in the open education system, whether graduated or who are still studying in QOU in Jenin Area of Education, Palestine, as well as women enrolled in the open education system, whether graduated or who are still studying in IGNOUin the area of Baroda, India.

Sample

This study contained 200 respondents which are divided between Palestine and India. The study also involved 16 case studies. Eight case studies from Al-Quds Open University in Palestine QOU –Jenin-and other eight case studies from Indira Gandhi National Open University in India IGNOU –Baroda- and it was exclusively concerned on the Palestinian and Indian women who are studying / studied in open learning programme as women are the study objective.

Tools of the Study:

To achieve the objectives of the study and collect the necessary data, the researcher has designed a tool which is an interview schedule through the review of the related literature and the access to some other tools indirectly. The final form of the interview schedule includes (63) items distributed to three domains reflecting the expected influence of the university in the development of women who have graduated or who are still studying. This tool has been examined and ratified.

The descriptive of respondents according demographic variables was shown through descriptive tables :

59% of respondents from Indian women in this study were less than 25 years and 32% between 25-30 years and only 9% of respondents over 30. While in Palestine, the study showed that 47% of respondents are less than 25 years and 24% between 25 -30 years and the group of more than 30 years are 29%. This showed that open learning in Palestine attracts older women in Palestine more than those in India.

It was noticed that there are two levels related to the variable of place of residence for the sample members in India: city and village. While there are 3 levels for the sample members in Palestine: city, village and refugee camp.

It was shown that 98% of sample in India and 97% of the sample in Palestine were married or single. This reflects the reality in India and Palestine since the percentage of divorced women and widows were almost zero, especially when it comes to those who study at universities. On the other hand, there is a paradox regarding the ratio between married members of the sample in India and in Palestine. While the percentage of the Indian married women in the sample is 23%, this percent rose to 50% for married women in Palestine, and vice versa with regard to the ratio of the single women. It is noticed that 75% of the respondents in India are single while in Palestine the percentage is 47%.

There is a similarity in the high percentage of women who are still studying at university compared to those who have already graduated. In India, 71% of the respondents are students while 29% of the sample are graduates. For Palestinian women in the sample, 62% are students and 38% are graduated. These numbers represent reality since female students are more than female graduated.

It was noticed that the size of the Indian families was classified into two levels: families consisting of less than (5) members and families consisting between (5-7) members. While regarding the studied sample in Palestine, there were three levels as a new category is added: families with more than (7) members. This illustrates the differences in family size between India and Palestine. The difference more evident when we note that the rate of 72% of respondents in India, live in families with less than (5) members, while 43% of the respondents in Palestine live in families of the same category. These results correspond to the size of families in the two countries and because of the cultural differences, too. In India, there is a tendency to reduce the size of the family because of the massive census of the country. Thus, family size has become a national issue in the custom and culture of the Palestinians.

It was illustrated that 40% of the respondents in India live in joint families, while 60% of women live in nuclear families. For Palestinian women, 33% of the respondents live in joint families and 67% live in nuclear families. This is consistent with the fact that the transition of joint family to the nuclear family occurs in all communities and is linked to the evolution of life and its requirements.

According to the variable of occupation. In India, women with full-time occupations consisted 21% of the respondents and 29% of them work in partial occupations. Yet, the percentage of those who do not work at all is 50% of the respondents. On the other hand, women with full-time occupations consisted 29% of the respondents in Palestine while only 9% of women work in a partial occupations. Yet, 62% of the respondents don't work. Here, it is noticed that 29% of the respondents in India have part time occupations but the percentage is only 9% in Palestine. This paradox can be understood through paying attention to the fact that women in India tend to work in several domains compared to those with

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limited domains for women in Palestine. This same logic explains the high proportion of women among the unemployed sample in Palestine which reaches 62%, while 50% of the respondents in India are without jobs.

According on the variable of salary level, that women who received a low-level salary were 46% of the respondents in India, while 34% of whom received a mid-level salary and 20% received a high level salary. In contrast, 21.6% of the respondents in Palestine have low-level salary and about 57% of whom received a mid-level salary, while 21.6% received a high-level salary. To understand these findings, we notice that women with part time occupations often receive less payment, as well as the highest percentage of respondents in Palestine work in a specific domain -The Ministry of Education/ the public sector - which is marked with mid-level salary.

Chapter five included detailed results of the findings the study has revealed about the role of open education system on developing women in Palestinian and Indian communities, through Al-Quds Open University in Palestine and Indira Gandhi National Open University in India.

This study had also tried to find if the effects of the role which would differ according to the following variables: country, age, marital status, place of residence, education, specialization, family size, family structure ,occupation and salary.

To simplify the results the study assumed the role effect to be high if the mean was 3.66 or over that. To be medium, if the mean was more than 2.33 but less than 3.66. It will be considered small, if the mean was less than 2.33.

After collecting data through the interview schedule, this data was analyzed by using the (Software Package for Social Sciences). (SPSS)

after transfer of the sample responses of five-degree to crude degrees. Then, means were calculated and the calculation of standard deviations, in order to answer the questions of the study and to examine the hypotheses of the study, the researcher used T-test and One Way ANOVA test and LSD test for comparisons of post-study.

Chapter six investigated the role of open learning program in socio-development of women in Palestine through Al-Quds Open University (QOU) Jenin district and India through Indira Gandhi National Open University (IGNOU) Baroda district. A case study is an essential method to reveal the depth of the phenomenon through related details. It is an intensive study of a single person, group, incident, or community. Other ways include experiments, surveys, multiple histories, and analysis of archival information.

The researcher selected sixteen case studies of women who associated with or graduated from open learning program eight case studies from Palestine Al-Quds Open University (QOU) Jenin district and other eight studies from India Indira Gandhi National Open University (IGNOU) Baroda district. They talked about their experience in open learning program, their motivation to join open learning system and what changes or developments that was benefited from open learning in addition to background of their levies.

From Palestine; **Eman. N** wanted to improve her qualification , social status and to continue higher education . **Eman. D** wanted to increase family income and to improve her individual and social situation. **Taroob** desired to participate in social activities and to run her kids affairs in good way. **Dawlat** wished to develop her status and to satisfy her ambition in life which is higher education. **Feda'** wanted to face the

challenges of her daily life, develop her status and to find source of income. **Khitam** wished to improve her qualifications and to continue her higher education MA and PhD. **Eba'** desired to face the challenges of life, increase family income and develop personal and social situation. **Nawal** wished to improve source of income, share in religion activities and educate illiterate women.

From India **Archana** wanted to increase the income of the family, improve her qualification, to know better ways to take care of children and achieve her dream higher education. **Mona.M** wished to achieve her dream, a permanent job and higher pay scale. **Monika** wanted to improve her qualification, to get a suitable job and to get experience to deal with and raise children. **Rekha** desired to get B.A and to up grade qualification. **Renu** wished to get bachelor of education B.Ed to work in teaching and to increase the income of the family. **Mona.S** desired to specialize in early childhood care and education, to deal with children more efficiently and to achieve more education. **Jissy** wanted to get permanent job in teaching which needs Diploma in early Childhood Care and Education after that she desired to get Certificate in Computer.

Each case has its own aims and every case has its specific conditions, this chapter expose to details of these cases.

Observing these eight Palestinian case studies we can notice that:-
Four case studies continued their graduation after marriage such as Eman.N, Eman.D, Taroob and Iba', two case studies were single (Khitam and Dawlat), one case study was divorced (Feda') when she joined QOU. And one case was widow (Nawal).

All of the case studies joined open learning QOU in old age specially Nawal who joined QOU when she was 50 years old.

Six case studies out of eight couldn't continue their university education because of marriage although two case studies joined conventional

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universities for one year and couldn't continue because of marriage Taroob and Iba'-.

Three women out of eight work as tutors in Al-Quds Open University like Khitam, Taroob and Iba'.

No one from the Palestinian case studies could have university certificate before joining QOU.

All of the Palestinian case studies belong to big families in their parents' while it can be noticed that the size of their own families is smaller for example Taroop's family 15 members, Nawal's 13members, Khitam's 12 and Iba's family 12 members Eman's.D families 12 members. All of these families are nuclear families. The smallest was Fida's family which is 7 members. These were their parents' families but if we have a look at their own families we can notice a decrease in the number of family's members for example Taroob's family is 5 ,Eman's is 5 , Nawal's 6 ,Eman's 5 , Iba's 5members.

Also we can notice the role of open learning QOU in joining Palestinian women in joining higher conventional education. Five out of eight women continued Master degree in conventional education one of them is doing her PhD in Egypt and here it is important to mention that QOU is the only university which adapt open learning system in Palestine and it gives B.A degree only –there are serious efforts to open Master program. the rest of the case studies are looking forward to continue their higher education if these efforts could success in opening master program in QOU.

Finally five of these women have a job because of the certificate that they got from QOU while two case studies Eman and Khitam improved their qualifications and got better situation in their work because of the certificate from QOU.

Observing the eight Indian case studies we can notice that:-

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Five women out of eight from case studies are married such as Archana, Monika, Mona.S,Rekha and Renu, two case studies were widows, Mona.M and Arti, and one case is single Jessy.

All of the case studies joined open learning IGNOU in old age specially Mona.M and Rekha.

All of these case studies had got certificates before they joined IGNOU except Mona.M, and Arti. Since Monika and Rekha got Diploma degree, Renu,Mona.S Archana got B.A degree while Jissy got M.A degree.

Some case studies focused to have B,Ed certificate which is required to be able to work in education with better income. Because they likes to spend less hours in their job to be enable to return home early so they can manage household affairs easily.

The size of these Indian women's families small in comparison to Palestinian's in general between (4- 8) members except Mona's. S family which is 21 members as a joint family. Also we noticed that the size of the families members decrease when we compare between their parents' families with their own families, for example the number of Archana's family decreased from 7 members to 4 members, Renu from 5 members to 3 members, Rekha from 6 to 3 members, Mona.S from 21to 4 members, Monika from 4 to 3 members, Mona.M from 8 to 4 members.

All of the women in Indian case studies working except Monika who is expected to get a job very soon. Although some of the case studies were working before joining IGNOU nevertheless it enabled them to improve their job situations through increasing their incomes and choosing more suitable jobs.

All of the women feel comfort and satisfied from open learning system specially IGNOU which enabled them to achieve their aims and aspirations.

Findings

After collecting data through the interview schedule, which was analyzed by using the (Software Package for Social Sciences SPSS).

Means were calculated and the calculation of standard deviations, in order to answer the questions of the study and to examine the hypotheses of the study, the researcher used T-test and One Way ANOVA test and LSD test for comparisons of post-study. In addition to results from case studies. These findings were as follows:

1- The role of open learning programme in Palestine (Al-Quds Open University) is with high degree in developing Palestinian women.

2- The role of open learning programme in India (Indira Gandhi National Open University) is with medium degree in developing Indian women.

3- There are significant differences of the role of open learning program in developing women due to **country** variable in favour of Palestine.

4- There are significant differences of the role of open learning program in developing Palestinian women due to **age** variable in favour of old category.

5- There are significant differences of the role of open learning program in developing Indian women due to **age** variable. in favour of old category.

6- There are no significant differences of the role of open learning program in developing Palestinian women due to **marital status** variable.

7- There are significant differences of the role of open learning program in developing Indian women due to **marital status** variable in favour of married women.

8- There are no significant differences of the role of open learning program in developing Palestinian women due to **place residence** variable.

9- There are significant differences of the role of open learning program in developing Indian women due to **place residence** variable in favour of women who live in cities.

10- There are no significant differences of the role of open learning program in developing Palestinian women due to **education** variable. (student/graduated).

11- There are significant differences of the role of open learning program in developing Indian women due to **education** variable. (student/graduated) in favour of graduated women.

12- There are no significant differences of the role of open learning program in developing Palestinian women due to **specialization** variable.

13- There are no significant differences of the role of open learning program in developing Indian women due to **specialization** variable.

14- There are no significant differences of the role of open learning program in developing Palestinian women due to **family size** variable.

15- There are significant differences of the role of open learning program in developing Indian women due to **family size** variable in favour of families with fewer members.

16- There are no significant differences of the role of open learning program in developing Palestinian women due to **family structure** variable.

17- There are no significant differences of the role of open learning program in developing Indian women due to **family structure** variable.

18- There are no significant differences of the role of open learning program in developing Palestinian women due to **occupation** variable.

19- There are significant differences of the role of open learning program in developing Indian women due to **occupation** variable in favour of women who work full time.

20- There are no significant differences of the role of open learning program in developing Palestinian women due to **salary** variable.

21- There are significant differences of the role of open learning program in developing Indian women due to **salary** variable in favour of medium and high salary categories.

22- The study stated that the role of open learning program in socio-development and empowerment Palestinian and Indian women was in high degree at the Individual and household Level.

23- At the Community &Civic Participation domain the study revealed that the role of open learning program in socio-development and empowerment Palestinian women was in high degree.

24- At the Community &Civic Participation domain the study revealed that the role of open learning program in socio-development and empowerment Indian women was in medium degree.

25- The study showed that the role of open learning program in socio- development and empowerment of Palestinian and Indian women was in medium degree at the National and Political Awareness level.

26- Findings from case studies emphasized those from interview schedules and added more details such as the third domain (National and Political Awareness) which was in less degree, while the arrangement of those domains was the same.

27- Case studies emphasized the patriarchal nature of both Indian and Palestinian societies since there were discriminations against women especially in higher education.

28- The case studies revealed difference in size of family since Palestinian families are very big 5 out of 8 families have more than 12 members although they were nuclear families. This refers to their parents' families but in their own families we could notice a similar observation which is the decrease number of family's members specially in Palestinian case and this support what mentioned in previous literature that when women's education go up the size of the family decrease.

29- Open learning opened the opportunity for these women to continue their higher education Master and PhD especially for Palestinian side five out of eight women continued Master degree in conventional education.

30- Both Indian and Palestinian women were similar in proving their abilities and determinations to over come the difficulties and obstacles which prevented them to achieve their aspirations through open learning system.

31- Marriage was the main obstacle in both Indian and Palestinian societies which prevent these women to achieve their aspirations in traditional higher education.

32- Both Indian and Palestinian women in the case studies are working the difference was that Indian women who work before open learning certificate more than Palestinians.

33- No one in Palestinian case studies got university degree except through open learning (QOU) and this may be another reason which revealed the role of open learning in Palestine in the development and empowerment women in a high degree.

34- Most of Indian women in the case studies, six women out of eight got certificate before joining open learning system (IGNOU).

35- All Palestinian case studies who couldn't continue master degree are looking forward to continue their higher education if these efforts could success in opening master program in QOU.

36 - Also it can be noticed the political dimension in Palestinian case studies lives as a result of occupation and this explain their interest in political activates.

Limitations

Through the various steps of the data collection, researcher faced some limitations which demanded more effort and time. They are the following:

1- In some cases the respondents were very reluctant to answer the questions hence lot of efforts on the part of the researcher to convince them.

2- Some respondents were not ready for the interview schedule an it is orthodox, full of religious values and complex society the researcher found difficulties while dealing with women in some cases.

3- In some cases husbands and parents tried to interfere in respondents' answers.

4- The main limitation was in Indian case studies when the researcher found many graduated women were married out of state and not readily available.

5- Some respondents refused to cooperate with the researcher as the researcher belongs to different society and the respondents were women.

Suggestions

The insight and experiences gained through the research impels the researcher to throw light on the related areas of research. On the basis of the major results, the following suggestions were arrived at for increasing the role of open learning in developing and empowering women.

1- In regarding the number of the limited specializations offered by Al- Quds Open University (QOU), researcher recommends opening new specializations, which caters for the needs of Palestinian society.

2- As the idea of open learning is relatively new and for the lack of clarity of its philosophy, researcher recommends that, the university should continuously give enough space for clarifying that, through lectures, workshops and seminars either in Palestine or India.

3- Giving media more importance locally and nationally and presenting different successful models, mainly regarding women.

4- Working to open higher study fields as Master and PhD programmes in QOU. As there are many women who look forward to having these degrees, as their conditions don't allow to join conventional education.

5- As open learning achieved many successes, researcher recommends opening new centres, especially in rural areas, in which strict social and cultural norms limit women education.

6- University should give more concern in following up female graduates and try to find suitable jobs for them in governmental and non-governmental establishments.

7- Following up graduates mainly women in their works, see the difficulties they face and get a feedback which contributes in modifying and developing materials and courses offered by the university.

8- Giving concern beneficial programs and courses to the local community to encourage female education in all stages of study including university education.

9- As the open learning system suffers some disadvantages like insufficient level of communication and interaction, researcher recommends using voluntary work hours in different establishments as prerequisites for graduation.

10- Giving open learning graduates equal treatment from institutions mainly governmental ones, regarding employment and chances of development.

11- Through studying the Indian sample, it is noticed the decrease of elder women joining open learning and the mean for their responses was high. Researcher recommends organizing programs to clarify the benefits of this type of education for this group. This can be applied to married women.

12- In order to increase the number of women in open learning which is reflected on women education in general ,and to increase the role of open learning in developing and empowering women. Researcher recommends decreasing fees for women because in general there is a trend to give male education preference.

13- Increasing the margin of scholarships given to honoured students.