

Vol. 8. No.3. 2021.

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Contents available at:

www.crdeepjournal.org

Global Journal of Current Research (ISSN: 2320-2920) CIF: 3.269



Review Paper

Bachelor's Preparatory Programme (BPP) is gift for Weaving Communities in Mahehwar (M.P) through Open and Distance Learning (ODL) of IGNOU

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ARTICLE INFORMATION

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Article history:

Received: 26-07-2021

Accepted: 04-08-2021

Published: 07-08-2021

Key words:

Drop out, Education,
Enrollment, Literacy,
IGNOU, BPP,

ABSTRACT

The concept of open learning and distance education system focuses on open access to education and training to make the learners free from the constraints of time and place, and offering flexible learning opportunities to individuals and groups of learners. Open and distance learning (ODL) is one of the most rapidly growing fields of education now a days and it has substantial impact on all education delivery systems. The new ODL system growing fast because of the development of Internet-based information technologies, and in particular the World Wide Web. The concept of ODL education came from idea where the learners and the teachers can not be in a class room and they should be separated by some geographical distance or maybe they cannot come close to each other to make the entire education system flexible. The distance education is not a new concept. In the late 1985, at the University of IGNOU, the first launched major correspondence program in the India in which the teacher and learner were at different locations. It is addressed to a wide range of potential partners, governments, intergovernmental and non-governmental organizations, specialized institutions, associations, industrial corporations, telecommunication companies, and others interested in this field, to seek their co-operation in meeting today's urgent education and training needs, through open and distance learning. After the development of Radio the mode of instruction outside of the traditional classroom had suddenly found new delivery systems. In the present days we have audio and computer teleconferencing which have influenced the delivery of instruction in public schools, higher education, the military, business, and industry. The objective of the present paper is to review open and distance learning in the context of present challenges and opportunities, examine relevant concepts and contributions, outline current global and regional trends, suggest policy and strategy considerations.

Introduction

The Indira Gandhi National Open University was established in September 1985 under an Act of Parliament. The need to create an Open University in India was felt because it was recognized that people of the Indian subcontinent particularly the disadvantaged and the marginalized that have no means or opportunity to pursue higher education need to be provided access to it. The IGNOU was set up with the purpose of reaching to those who cannot or have not been reached by the conventional system of education and providing them quality education in a way that they are able to make the most without being disjointed from their day-to-day activities.

This Programme is offered by the University to those students who wish to do Bachelors Degree of IGNOU but do not have the essential qualification of having passed 10+2. In absence of such a qualifying certificate these student are deprived of higher education. To enable such students to enter higher education stream, IGNOU has designed this preparatory Programme. This is an enabling programme of the University but is not equivalent to 10+2.

ODL System in India

The ODL system in India has shown a tremendous growth during the past few decades due to its unique feature of user-friendliness. In this system, the students are free to learn at their own place, in accordance with own pace and convenience while being located far

away from the institution. This uniqueness and the ease of obtaining knowledge have a pivotal role to play in facilitating today's emerging knowledge society. In India, there is one National Open University, namely the Indira Gandhi National Open University (IGNOU), and 14 State Open Universities. Today millions of students enrolled in higher education are learning through the ODL system.

However, in spite of possessing the capabilities of catering to the millions of students, the problems of efficiency, equity, quality and benchmarking still persist in the ODL system. All this is reflected in the low acceptability of students from the ODL system in reputed traditional universities for higher degrees. Further, the students of the ODL system find gainful employment with much more difficulty compared to their conventional counterparts. The need for innovation in the ODL system in India is, therefore, obvious and pressing, which has arisen from the growing necessity of providing quality services to the learners. The Government of India has declared 2010-2020 as the "Decade of Innovations" for inclusive growth. Further, the UN Millennium Development Goals emphasize on education for sustainable development. In the light of this, efforts towards innovation in the ODL system should be stepped up to facilitate sustainable development through quality education.

Objectives of the Program

The Indira Gandhi National Open University is engaged in:

- Democratizing higher education by taking it to the doorstep of the learners
- Providing access to quality education to all those who seek it irrespective of age, region, religion and gender
- Offering need-based academic programmes by giving professional and vocational orientation to the courses
- Promoting and developing distance education in India setting and maintaining standards in distance education in the country as an apex body.

Bachelor's Preparatory Programme (BPP): An Overview

BPP is a Bridge Course of six months' duration for those who do not have 10+2, but attained the age of 18 years, seeking admission to IGNOU's first degree B.A./B.Com etc. under non-formal stream. It is an enabling programme of IGNOU with a fee of Rs 1400/-. The programme is developed to provide an opportunity to those learners (many of whom would be adults) who could not pursue their school education up to 10+2 or to its equivalent level (and do not wish to enroll in school now) but do want to undertake higher education now. The objective of this Programme is to provide such learners a basic grounding in areas of study which they may pursue for Bachelor's degree or other such diplomas or certificates. The Programme will provide them an opportunity to get used to the system of teaching learning offered by an Open University. It will also help learners to evaluate themselves to determine their ability to cope with the present day demands of higher education.

The Programme consists of three courses of which any two may be chosen by learners:

1. Preparatory course in General Mathematics (OMT-101)
2. Preparatory course in Commerce (PCO-01)
3. Preparatory course in Social Sciences (OSS-101)

After successful completion of this programme IGNOU provides a wide choice of subject for further studies. The major programs which can be chosen after BPP are Bachelor of Arts (BA), Bachelor of Commerce (B Com), Bachelor of Social Work (BSW), Bachelor of Tourism Studies (BTS) and several Diploma and Certificate Program. You can obtain a list of these Diploma and Certificate Program from the Prospectus or the website of the University.

At no stage BPP is treated at par with 10+2. It is also not treated at par with Metric/Inter. No Certificate is issued on completion of BPP. Candidates are admitted to IGNOU's B.A./B.Com etc. (under non-formal stream) on successful completion of BPP (i.e. continuous evaluation as well as term-end examination).

IGNOU BPP Course Eligibility

No formal qualification is required for any student to enroll in IGNOU BPP Course but he or she should be minimum 18 years of age. Now if you do not have a higher education degree or certificate and you want to pursue a course of Bachelors level from IGNOU then what should you do?

This is where the IGNOU bachelor preparatory program comes to students rescue. Enroll in this course that will cost you only a thousand bucks and get a degree that will help you in applying to the IGNOU bachelor program.

You will not be able to use this BPP anywhere else as an equivalent to 10 + 2 degree. Which means the BPP is not at all equivalent with that 12th standard or 10 + 2 education certificate.

Materials and methods

Study area

Maheshwar is a town in Khargone district of Madhya Pradesh state, in central region of India. This study carried out 6 admission cycles of IGNOU Study centre 15233 Dhamnod, (Dhar) January 2015 to July 2017.

Sample collection method

Data Collection Methods in this study we have collected data from two main sources that is primary data and secondary data. Research emphasis and motive to enroll the drop out students for BPP course in IGNOU study center 15233. The data collected through secondary sources whereas primary data have collected through Interview observation & Schedule from a different group of students. In the present study research, more than 708 students from area of Maheshwar were enrolled in different session. The present study is descriptive type in nature. The researchers have used the descriptive type survey method during the present study period. Therefore, naturally the investigators have used different tools, techniques, strategies and method of descriptive survey research to collect, analyze and interpret the data.

Sampling population

All the students who were enrolled their IGNOU from different region of Maheshwar at IGNOU Regular Study centre 15233 Dhamnod Tehsil Dharampuri, Dist. Dhar Madhya Pradesh during the academic session 2015 to 2017 in the population of nearby villages (around 38000) of Maheshwar for the present study.

Data analysis

The present investigators have used Percentage of variables; Mean and Graph for analyzing the data will be computed to find out the different dimensions of students enrolled in different session

Table :1-Session wise BPP admission details in AIMS, Dhamnod special study center of IGNOU

S.No.	Session	Enroll Students
1	JAN-2015	101
2	JULY-2015	21
3	JAN-2016	21
4	JULY-2016	111
5	JAN-2017	403
6	JULY-2017	51

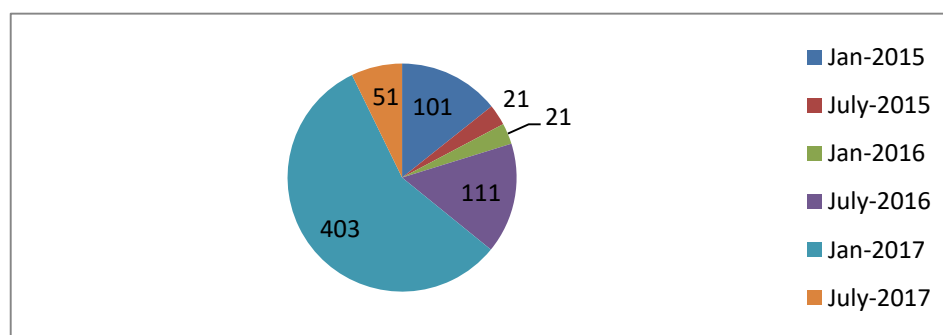


Fig.1: Session wise enrollment of students in bpp programme

Results

The distance education in tribal nimar region has gone through some periods of stagnation due to lack of awareness among the tribal students and public policies in this sector. But there is also a remarkable breakthrough and successful path identified in this type of education. Although distance education has been widely publicized and joined by a large portion of the population recently, in nimar region studies. The result of enrolment of BPP programme shown details in table no.01 and successfully completed the programme and got good opportunity in different area shown in table no 02.

Table 2: Placement of students after bpp programme

S.No.	Total Number of Students	Placement & Other Works
01	52	Handloom Incharge
02	09	Anganwadi Karyakarta
03	12	Sari Shop
04	42	Asha Karyakarta
05	65	Supervisor Handloom
06	27	Teacher
07	07	Anganwadi Supervisor
08	10	Hospital Attendant
09	29	Anganwadi Sahayika
10	11	Handloom

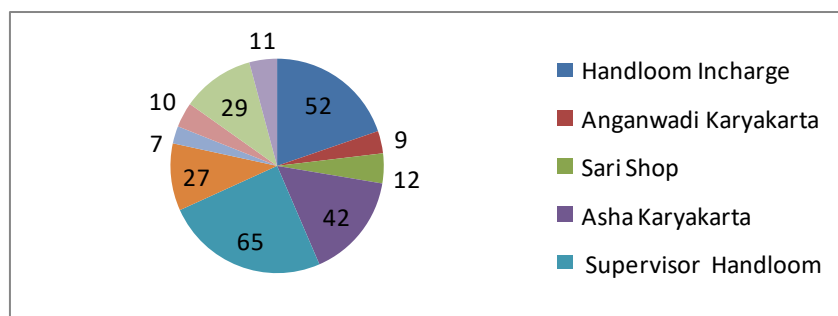


Fig.2: Placement of students after bpp programme in different area

Conclusion

Distance education becomes more and more prevalent in contemporary society. It is an integral part of education regardless of its form and technologies used. In the center of the intention of the teachers are the necessities of the students and their specific features. Many various approaches for presenting the learning content and technologies for delivering it to students exist. They are subsidiary means for education and can increase its effectiveness. Distance education courses are effective when they are carefully planned in consideration with students' needs and profile. The learning content should be designed to be useful to them. The appropriate technologies for implementation of distance education courses are selected after that. The teachers' efforts should be turned to overcoming the existing risk of shifting the emphasis from the essence of the learning content to the technologies for its presentation and delivering.

After successfully completing the BPP eligible for Bachelor's Degree Programme B.A., B.S.W., B.Com. After completion of BPP programme students took admission in bachelor's degree programme and get good job in different sector .

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