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DROP OUT OF DISTANCE LEARNERS: A STUDY IN THE IDOL GAUHATI UNIVERSITY

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ABSTRACT

Although there has been advancement of separation and open learning programs in the late time, however drop out of learners is one of the real issues that a large portion of the separation learning organization are confronting today. Non fruition or drop out of learners make the entire projects unsuccessful. It is consequently critical need that the separation learning foundation need to take suitable methodologies to check the issue. This paper is an endeavor to comprehend the status of drop out learners in the different courses offered by Institute of separation and open learning of Gauhati college. The explanations behind learners drop out have additionally been distinguished and likewise a few measures have been suggested by the examiner.

KEYWORDS: Distance Education, Drop out, Learners,

Enrolment

INTRODUCTION :

During the last 45 years in India, open and distance education has emerged as accepted philosophy of education and accorded national credibility. It has advanced an exceptionally complex socio politico-financial environment as an endlessly composed, lively and dynamic framework invested with limit and capacity to achieve the entryway venture of the learners anyplace of the globe. National Policy on Education (1986) pushed the presentation of option arrangement of training as a development, home review, correspondence instruction, open and separation instruction to bolster ordinary arrangement of instruction. The National Knowledge Commission ordered to propose methodologies, the guide and activity get ready for India to develop as learning super power has broke down conceivable extension and open doors for the ODL framework to meet the present and future necessities for making information specialists to drive world information economy. It has recomme-nded that the ODL framework must get full support to contact all, including the contrastingly capable and burdened individuals.

Separate learning is a fantastic technique for achieving the grown-up learner. In light of the contending needs of work, home, and school, grown-up learners fancy a high level of adaptability. The structure of separation



learning gives grown-ups the best conceivable control over the time, place and pace of instruction; nonetheless, it is not without issues. Drop out issue is one of the real issues of separation training in India. Dropout rates reported by open and separation learning (ODL) establishments are ordinarily higher than those reported by traditional colleges. Inside ODL instructive frameworks, dropout rates likewise shift contingent upon the instructive framework received by every foundation and chose subjects of study. The issue of drop-out in separation training is broadly perceived and has been liable to significant examination.

WHAT IS DROP OUT ?

Dropout is an as often as possible utilized term as a part of instructive settings. Individuals share a general comprehension of it, regardless of its mind boggling nature. It can be investigated in various ways. Routinely, it concerns understudies who begin courses however don't finish them. Now and then a qualification is made between those dropping out courses and those intruding on courses as a few understudies restart their courses after intrusion and afterward entire them. This is essential on the grounds that the quantity of understudies interfering with their courses can be extensive.

In the territory of separation and open learning drop out has more extensive variety in its utilization. The review conduct of separation understudies its not quite the same as that of grounds based understudies and this modifies dropout practices. There is clear trouble about the meaning of the idea of dropout. Idleness or non-accommodation of assignments to the organization does not really mean a dropout. The by and large comprehended significance of dropout would not hold great in separation learning content as it doesn't do equity to the different routes in which remove understudies drop out of their courses. In the Indian substance, dropouts can be partitioned into two sorts:

Type 1: Dropped out in view of impulses including as family issues including infirmity, negative administration conditions and high educational cost charges.

Type 2: Dropped out as a result of intentional reasons, for example, uninteresting lessons, less contact with the educator poor administration by the foundation, absence of general school life and depression of the learner.

Other than these two sorts Fritsch (1998) classes drop outs in separation learning into five classifications those are:

1. Non-starters (students who enrol but who do not take up their studies in practices.)
2. Draw-backs (Students who begin their studies but give up after the first attempts)
3. Dropouts (Students who study regularly but who send in a few written assignments and hence not allowed to appear at examination).
4. No shows (Students who do not appear mat examinations to which they are admitted).
5. Failures (Students who fail in the examinations)

With regards to dropout in separation learning incredible arrangement of research has been done in regards to dropout in different instructive settings. Quite a bit of dropout research comprises of depictions of easygoing variables accomplished through observational research. New theoretical models are presently being advanced perceiving the mind boggling exchange of factors which communicate over a timeframe to create dropout. Some of these are tight and some are more extensive, covering the collaboration of understudy, institutional and natural variables.

STATEMENT OF THE PROBLEM

The agent has chosen the present review to comprehend the drop out issues of the understudies in

the Institute of Distance and Open Learning of Gauhati University. The issue has been expressed as "Drop out of separation learners : A review in the IDOL Gauhati University."

OBJECTIVES OF THE STUDY

The study was conducted with the following objectives :

- (1) To estimate the drop out rate of distance education learners in the Institute of Distance and Open Learning, Gauhati University.
- (2) To identify the causes of learners drop out in the Institute of Distance and Open Learning.

METHODS, POPULATION AND SAMPLE

The present review manages show status of the drop out learners in Distance learning with reference to Institute of Distance and Open Learning, Gauhati University all things considered the specialist considered Descriptive Survey strategy for research as most reasonable one. The review was directed under the Descriptive Survey Method. Populace of the review comprise of all the drop out learners of IDOL amid the year 2005-6 to 2009-10. It is evaluated that there were add up to 1510 drop out learners amid this period in various courses.

For the determination of test for the review agent has chosen to choose 15% of the number of inhabitants in drop out learners on the premise of helpful inspecting. In spite of the fact that populace figure is known to the specialist yet their status, area, living arrangements are not known to the agent, all things considered examiner has chosen test on helpful inspecting method. The aggregate specimen chose for the review was 225.

TOOLS OF DATA COLLECTION

For collection of essential information a self organized poll was connected for dropout learners. The survey developed for the dropout was totally close finished and there were 15 things including earlier data of the dropout test. To decide the legitimacy of the poll for dropout the preparatory drafts were submitted to a board of judges for distinguishing explanation pertinence and reasonableness for accomplishing the destinations of the review. The last things chose by the judges are thought to have content legitimacy. Optional data i. e. enrolment, understudies contact numbers and address, understudies showed up in the examination and go out and so on has been gathered from the workplace of IDOL, GU and office of the measurable records, Gauhati University.

FINDINGS AND DISCUSSION

Objective-1 To estimate the Drop out rate of distance education learners in the Institute of Distance and Open Learning, Gauhati University.

There has been expanding pattern of understudies enrolment in the different courses of separation learning project of IDOL, GU from 2006 - 07 onwards. However there is tremendous imbalance in the conveyance of understudies' enrolment in various courses. The Institute of Distance and Open learning, Gauhati University has broadened its Academic Programs not just in the 27 areas of Assam , additionally some different states like Nagaland, Tripura, Meghalaya, Arunachal Pradesh, Bihar, Kolkatta, Jharkhand and Uttar Pradesh. However dropout rate in the different projects is additionally disturbing. The accompanying table uncovered the dropout rate of learners in different projects (Data for just some chose programs have been introduced).

Table –1
Dropout rate of Learners (Session 2005-6 to 2009-10)

Sl.No	Programmes	Enrolment (2005-2010)	Drop Outs	% of drop outs
1	MA Assamese	3551	231	6.5
2	MA English	1754	166	9.4
3	MA Economics	787	76	9.6
4	MA History	624	67	10
5	MA Pol.Sc.	2279	161	7
6	MA Maths	564	20	3.5
7	M.Com	1265	22	1.7
8	MA Philosophy	516	14	2.7
9	MA Bengali	326	07	2
10	MA Bodo	713	08	1
11	PGDSMM	321	61	19
12	PGDHRM	1264	163	12.8
13	PGDBM	1232	321	26
14	PGDJMC	1048	147	14
15	PGDFM	169	19	11.2
16	PGDIM	54	06	11.1
17	PGDBFS	202	21	10.3

Source: Office record of IDOL, GU

From the above table it is uncovered that there is still significant number of dropout learners out yonder training system of IDOL. GU , however the drop out rate shifts from subject to subject. The examination is done on the premise of 2005-6 to 2009-10 information. Most noteworthy rate of drop out is found in PGDBM which is 26 percent took after by PGDSMM 19 percent and PGDJMC 14 percent. The most minimal rate of drop out i.e. just 1 percent found in MA program in Bodo. Most astounding enrolment of learners is found in MA program in Assamese which 3551 from 2005-6 to 2009-10 where drop out rate is 6.5 percent. In MA Political science enrolment was 2279 and drop out rate is discovered 7 percent. Also in English drop out rate is 9.4 percent and enrolment was 1754 from 2005-6 to 2009-10.

Objective 2. To study the reasons of learners drop-out in the Institute of Distance and open learning, GU.

As there is an impressive number of dropout learners out yonder learning project of IDOL in different courses, the agent attempted to recognize the reasons for dropout of the learners. For this reason the agent chose add up to 225 number of dropout learners as test for the present review on helpful premise. The outcome is appeared in the accompanying table

Table- 2
Reasons for Drop out

Reasons	Frequency	Percentage
No time for study	149	66.22%
Hiking of fees	3	1.33%
No prospects of the course	2	.88%
Study centre is not helpful	3	1.33%
No family support	9	4%
Insufficient reading materials	18	8%
Difficulty of the course	5	2.22%
Course is not job oriented	3	1.33%
Non submission of assignment	2	.88%
Lack of library study facilities	4	1.77%
Difficulties to study without teacher interaction	3	1.33%
Could not achieve well in previous semesters examination	14	6.22%
Not finding distance education interesting	3	1.33%
Course content not as expected from the course description	2	.88%
Unreal expectations of the course	2	.88%
Lack of adequate contact from institute of study	2	.88%
Another goal takes priority	1	.44%
Total=	225	100%

Source : Field study

It is seen from the above table that larger part of the learners i. e. 66.22% dropped out from the course as a result of individual reasons. They didn't have time for study. Again 6.22% dropout learners reacted that they Could not accomplish well in past semesters examination. It likewise watched that because of need of another objective just .44% learners dropped out.

The agent additionally endeavored to concentrate the sex shrewd reasons of dropout. Among the respondent aggregate quantities of male was 148 and female was 77. The reactions are appeared underneath in the table no.

Table-3
Reasons for Dropout (Gender wise)

Reasons	Male	Percentage	Female	Percentage	Frequency	Percentage
No time for study	98	66.21	51	66.23	149	66.22%
Hiking of fees	3	2.03	0	0	3	1.33%
No prospects of the course	1	0.67	1	1.29	2	0.88%
Study centre is not helpful	1	0.67	2	2.59	3	1.33%
No family support	4	2.70	5	6.49	9	4%
Insufficient reading materials	13	8.78	5	6.49	18	8%
Difficulty of the course	4	2.70	1	1.29	5	2.22%
Course is not job oriented	2	1.35	1	1.29	3	1.33%
Non submission of assignment	2	1.35	0	0	2	0.88%
Lack of library study facilities	2	1.35	2	2.59	4	1.77%
Difficulties to study without teacher interaction	1	0.67	2	2.59	3	1.33%
Could not achieve well in previous semesters examination	12	8.11	2	2.59	14	6.22%
Not finding distance education interesting	2	1.35	1	1.29	3	1.33%
Course content not as expected from the course description	1	0.67	1	1.29	2	0.88%
Unreal expectations of the course	0	0	2	2.59	2	0.88%
Lack of adequate contact from institute of study	1	0.67	1	1.29	2	0.88%
Another goal takes priority	1	0.67	0	0	1	0.44%

Source : Field study

It is seen from the above table that for all intents and purposes same rate of male and female learners i. e. 66.21% male and 66.23% female learners dropped out in light of the fact that they didn't have time for study. It is furthermore watched that no female learners dropped out by virtue of moving of charges, non convenience of assignment and need of another target. Again in view of mind boggling wishes of the course no male learners dropped out. .

RECOMMENDATIONS

To decrease the rate of dropout the accompanying strides ought to be embraced:

- Physical offices at the review focus ought to be expanded.
- Course materials ought to be more basic, straightforward and have inside and out discourse.
- Self Learning Materials ought to cover the entire syllabus so that the learners could confront the examination without the assistance of different sources.
- Proper support of the scholastic calendar.
- IDOL ought to make arrangement of pre-enrolment direction and advising for the planned separation understudies. By this all separation learners have made it clear to themselves, ahead of time, at what level their course is, the thing that it manages and what it requests of them.
- Home task ought to be returned after a sensible turn-round time.
- Contact classes ought to be composed in speedy interims and all the more regularly.
- Students guiding administration be accommodated the current courses as well as for future profession of the understudies.
- More time might be conceded to understudies, who craving to do as such, to finish a specific course.
- A specific authority or guide might be endowed with the errand of answering to understudy's inquiries or issues. Incite answers be urged the learners to finish their course.
- Library offices ought to be given to the learners through various review focuses and contact focuses.
- No of full time resources must be expanded.
- Duration of Personal Contact Program is too short. It must be expanded.
- The coach or instructor ought to contact recently enlisted learners via mail or by phone.

CONCLUSION

The motivation behind the review was to discover the drop rate of learners from separation learning projects furthermore to know the reasons of their drop out. Aftereffect of the review demonstrated that the advance of the scholastic projects of Institute of Distance and Open learning is albeit acceptable, however drop out of learners is still one of the significant issues, it has likewise expanded the non culmination rate. The review additionally uncovered that there is still impressive number of dropout learners out yonder training system of IDOL. GU , however the drop out rate changes from subject to subject. Still it is normal the IDOL will have the capacity to provide food the instructive needs of a substantial number of understudies of various gatherings and make labor for the nation.

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