<table>
<thead>
<tr>
<th>II</th>
<th>THEORETICAL PERSPECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0</td>
<td>Introduction</td>
</tr>
<tr>
<td>2.1</td>
<td>Concept of distance education</td>
</tr>
<tr>
<td>2.2</td>
<td>Nature of distance education</td>
</tr>
<tr>
<td>2.3</td>
<td>Definitions of distance education</td>
</tr>
<tr>
<td>2.4</td>
<td>Genesis of distance education</td>
</tr>
<tr>
<td>2.4.1</td>
<td>Global scenario</td>
</tr>
<tr>
<td>2.4.2</td>
<td>Indian scenario</td>
</tr>
<tr>
<td>2.5</td>
<td>Scope of distance education</td>
</tr>
<tr>
<td>2.6</td>
<td>A historical view of Dr. Babasaheb Ambedkar Open University</td>
</tr>
</tbody>
</table>
CHAPTER-II
THEORETICAL PERSPECTIVE

2.0 INTRODUCTION

Distance Education through correspondence courses, more on the lines of traditional graduate and postgraduate programmes in arts, commerce and education started in the late 60s and early 70s. This was mainly in response to the needs of persons who were either employed or who could not attend regular day school programmes or could not get admission in universities and college. This mode catered for the educational demand of not only participating but also prospective work force as well as household populations. Correspondence courses in type of capabilities among students, since the degree awarded under this programme provided opportunities for further capabilities for promotions and the scopes for better job opportunities, many persons enrolled for correspondence courses. As on the date early 23 universities are offering graduate and postgraduate programmes through correspondence courses and are enrolling nearly 400 thousand students.

Diversification through open learning system is of greater implication for developing human capabilities in a variety of areas and among wider groups of populations. The formal university and collegiate system tends to impart knowledge, skills and values to by and large, prospective work force, whereas open learning system tends to impart and upgrade knowledge,
skill and values to household population, prospective and employed work
force in different vocations or walks of life.

This system implies:

(1) Introduction of variety of courses (in modular form) catering to the knowledge and skill up credibility needs of persons in different walks of life.

(2) Build in flexibility in options of courses with or without evaluation and certification. This concept of open learning in a formal system pertains to: Open University system and informal way it relates to radio, TV and print media. This kind of diversification has come in response to the realization that the modern production and distribution process as well as social interaction require continuous knowledge and skill upgrading both in broader and specialized areas and this could be provided more effective through open learning systems.

2.1 CONCEPT OF DISTANCE EDUCATION

The concept of distance education has emerged as a result of man's search for education which could be provided to a person at home. "Necessity is the mother of invention" to well known a proverb to be elicited.

In the days gone by education from a distance was never though of because teachers were available in plenty to teach those who wanted to
quench their thirst for knowledge. But the situation in first century remained
for a short time. Time never ran so fast as today. Competition in life was never
as hard as we find at this juncture. Knowledge of man never became obsolete
in such a short time as we find it today. Every country has realized the need of
educating its population in the real sense of the term. As such it was conceived
that the formal system of education was not sufficient to meet the increasing
demand for education. This led to the search of a via media, which could be
alternatively used to expand and fulfill educational needs of all, instead of
brining the student to the seats of learning, it was proposed to take schools to
the students and hence, this concept of distance education came into existence.

Distance education, in its present form, originated in the west. It
has been defined as a method of teaching in which the teacher bears the
responsibility of imparting knowledge and skill to student, who studies in a
place and at a distance determined by his individual circumstances.

The most quoted definition of distance education according
Prof. Borje Holmberg, “distance education includes, the various forms of
study at all levels which are not under the continuous and immediate
supervision of tutors present with their students in lecture rooms or in the same
premises, but which nevertheless, benefit from the planning, guidance and
tuition of a tutorial organization”.

According to Moore, (1973) “the family of instructional
methods in which teaching behaviours are performed apart from learning
behaviours, including those that in a contiguous situation would be performed in the learner’s present, so that communication between the teacher and the learner must be facilitated by print, electronic, mechanical or other devices”.

“The distance education consists of various forms of teaching-learning arrangements in which teachers and learners carry out their essential tasks and responsibilities apart from one another, communicating in a variety of ways. Its purposes are to provide learners with opportunity to continue learning in their own environments and developing the capacity to carry on self-directed learning” (Wedemeyer, 1977).

Distance education describes those forms of education in which teacher and learner carry out their essential tasks apart from one another. Keegan has identified five characteristics of distance education:

1. The involvement of an educational institution or organization;
2. The use of media (most often print) to unite teacher and learner;
3. The provision of a means of two-way communication;
4. Learning on an individual rather than on group basis;
5. From perspective of the institution, the possibility of the economics of scale that go with an industrial form of production (e.g. printing, broadcasting).
Thus, distance education is a system of education in which there is no face-to-face relationship between the teacher and learner, but students are linked with teachers through different media as print, radio, TV etc. for learning anything.

2.2 NATURE OF DISTANCE EDUCATION

Distance education is characterized by a non-conformist and non-traditional approach, which in effect questions the norms of the traditional education and seeks to give precedence to a new and different set of forms. It is also innovative in so far as it sets aside methodologies based on the use of traditional oral instructions. As compared to the conventional system, distance education is wider system in terms of both its connotation and denotation. Its connotation is wider because it works within a much larger learning situation in which many factors remain indeterminate and inchoate. It has a wider denotation also in the sense that it covers considerable distance in order to communicate.

The concepts on which distance education operates clearly distinguish it from the traditional educational systems. The concepts are as follow:

(1) Learner-Centeredness / Learner faced

Unlike the formal education, distance education puts that student first and the institution next. It concentrates on the former needs and convenience and takes into account the individual diversity among students.
and indeed makes this an operative condition. In that sense, it is a flexible kind of system which adopts itself to the needs of the learners as they actually exist and arise from time to time and place to place.

(2) **Indirect education**

Direct education may be understood as one which assumes the presence of face-to-face communication. That distance education, almost dispenses with such communication is evident, and so it is usually called an indirect teaching. This is a teaching-learning situation where the teacher and the learner have no face-to-face contact. They interact through postal correspondence, here, print is the important medium of instruction and printed lessons are the source for the learner to learn. The another teaching-learning situation where non-print media such as radio, television, telephone, audio cassettes, video cassettes, computer and other electronic media are used along with print material to provide education to the learner at a distance. Student support services and a variety of evaluation methods are an important part of this situation.

(3) **Education in real life setting**

No one can deny the fact that distance education suffers from the absence of a certain kind of vitality which only the presence of teacher can generate, it nevertheless compensates for this by making use of as many inputs to learning as are possible and by structuring itself around the actual learning experience of the students.
Theoretical Perspectives

(4) Relaxation during admission

In the open learning system a minimum age may be required to take admission to a particular programme, but there is no maximum age limit. In the conventional system of education, the enrolment capacity is limited. So, there are restrictions in admissions with regard to the percentage of marks/grades obtained by the learners. In some institutions only those learners who obtain an aggregate of 80% marks are allowed to apply for admission. In the open learning system, there is no such restriction for most of the programmes. Only a few selected professional programmes (e.g. Computer, Nursing, Engineering, etc.) may have some restrictions due to heavy hands-on work that students need to experience and for which prior knowledge is required.

(5) Relaxation with regard to place and time of study

In an open learning system the learner can select his/her own place of study. In open learning, the learner can continue his/her education from any place of his/her choice under the jurisdiction of the open university/institute. In this system, the learners can take either more than one year to complete a ‘one year programme’. In other words, the learner can complete a programme at his/her own pace. In the open learning system, the learner gets relaxation in selecting his/her courses.
2.3 DEFINITIONS OF DISTANCE EDUCATION

Any system which utilizes all communication techniques (i.e. Print, Audio, Video, TV, Radio, Computer etc.) to impart to the individual or group from a distance, yet removing lag of face-to-face communication is called a "Distance Education".

Otto Peters (1983) defined distance education as “a method of imparting knowledge, skills and attitudes” which is rationalized by the application of division of labour and organizational principles as well as by the extensive use of technical medium, specially for the purpose of reproducing high quality teaching material which make it possible to instruct great number of students at the same time wherever they live. It is an industrialized form of teaching and learning.

Charles Wedemeyer (1977) has used the terms ‘Open Learning’, ‘Distance Education’ and ‘Independent Study’, in his works but favours the last term consistently. He defines independent study as follows:

Independent study consists of various forms of teaching learning arrangements in which teachers and learners carry out their essential tasks and responsibilities apart from one another, communicating in a variety of ways. Its purposes are to free on-campus or internal learners from in-appropriate class placing or patterns, to provide off-campus or external learners with the opportunity to continue learning in their own environments, and develop to in all learners the capacity to carry on self directed learning, the ultimate maturity required of the educated person.
Notice that there is a suggestion for two kinds of independent study. One for the on-campus learner who may not want to and/or need to attend lectures regularly, the other for the off-campus learner who in any way is on his own.

According to Michael Moore, distance teaching may be defined as the family of instructional methods in which the teaching behaviours are performed apart from learning behaviours including those that in a contiguous situation would be performed in the learner’s presence, so that communication between the teacher and the learner must be facilitated by print, electronic, mechanical or other devices.

At least three features of distance education are clearly discernible in this definition.

(1) The teaching behaviour remains separated from the learning behaviour (e.g. correspondence courses).

(2) Face-to-face teaching forms a part of the system (e.g. contact programmes).

(3) Electronic and other media may be used for learning and teaching (e.g. use of audio and video cassettes).

Dohmen (1977) defines distance education as “a systematically organized form of self study in which student counseling, the presentation of learning material and securing and supervising of students’ success is carried out by a team of teachers, each of whom has responsibilities. It is made possible at a distance by means of media which can cover long distance”.

30
Theoretical Perspectives

This definition places emphasis upon the importance of self study.

Borje Holmberg (1981) defined distance education as covering, “the various forms of study at all levels which are not under continuous, immediate supervision of tutors present with their students in lecturer rooms or in the same premises, but which, nevertheless, benefit from the planning, guidance and tuition of a tutorial organization”.

According to Holmberg’s definition, distance education is being looked upon as an organized educational programme.

David Sewart (1973) defines that the crux of distance teaching is continuity of concern for students learning at a distance. The expression continuity of concern proposes a human element in an otherwise industrialized kind of mechanized education.

Jon Batth (1980) emphasizes on “two-way communication” in the models of distance education materials. He accepts that distance education has become a mean of mass education by individual study. However, his experiences as a course writer, editor, tutor and course designer impressed upon him that a correspondence tutor could stimulate his students to most remarkable improvements, by means of constructive criticism, encouragement and personal involvement in the individual student’s learning problems.
We notice that all the thinkers quoted above focus, partly explicitly and partly implicitly on two aspects of distance education. These are

(1) Self study and

(2) The use of media for educational communication.

The point being made is that as against the oral organization used in the conventional classroom type of teaching, which is not a process of self-study, distance education uses print, electronic media and oral face-to-face situations for purposes of self study which is the basis of distance education.

2.4 GENESIS OF DISTANCE EDUCATION

2.4.1 Global scenario

The growth of distance education can be traced back to the middle of the 19th century and the lead in this field was taken by many European countries such as Germany, England and Sweden. The search or origin of the distance education leads to individual stories of a number of persons in different countries. It was in 1856, that Charles Toussaint, a Frenchman who was teaching French in Berlin and his companion Gustav Langenscheidt, a member of the society modern languages, in Berlin, for the first time established a school for teaching languages by distance education.

In USA, in 1891, Thomas J. Foster, a proprietor and editor of a newspaper, directed the writing of a course of instruction through correspondence for the safety of mining workers. This later on developed into International Correspondence School of Scranton, Pennsylvania. In England,
in 1894, Joseph William Knipe started distance education at a small scale. This later on developed into Wokey Hall, Oxford.

The first Open University was started in Britain in Milton Keynes in 1969, which came out to be a great success. It was indeed a major breakthrough in the field of education. The success of Milton Keynes Open University resulted in the opening of three more universities in Western Europe - Fern University of Germany, the Spanish University, National De Education a Distance and Netherlands Open University.

In former USSR, where distance education came under the national policy, this technology played the wonders. In 1989, there were 1169 distance education courses for the technical studies alone. Out of five million students in higher education during 1988-89, 40.00 per cent were the students of distance education system.

In Africa, distance education was mainly at imparting training to the in-service personnel. Now this system has been fairly spread in Nigeria, Kenya, Tanzania, Ethiopia and Ghana, whereas in Asia, there has been a phenomenal development of distance education. This development occurred at a very high pace during eighties when distance education system made rapid studies in India, Pakistan, Thailand, Sri Lanka, Philippines, China, South Korea, Indonesia and Japan. Most of these countries have adopted the latest innovations of distance education and established Open Universities. In China, primary importance is given to electronics media, whereas in other Asian
Theoretical Perspectives

countries, the emphasis is placed primarily on point medium and electronic media are normally assigned a supplementary or complementary role. The upsurge in enrollment rates in these institutions points to the ever increasing demand for education as a viable and effective alternative to the traditional system which has been well recognized.

The widespread acceptance of distance education promoted some imaginative educators to organize an international forum for this innovative system of education. The credit for establishing the International Council for Correspondence Education (ICCE) in 1983 goes to Mr. J.W. Gibson. In the 12th World Conference of ICCE in Vancouver, this organization was renamed as International Council for Distance Education (ICDE). This ended the long term controversy over the nature of two commonly used terms "Correspondence Education and Distance Education". Many people still use these two terms interchangeably. But, the scholars unanimously agreed that correspondence education is restricted primarily to the postal delivery of print material, whereas the term 'distance education', reflects the multimedia approach to dissemination of knowledge. Correspondence education, thus assumed an important role in the total system of distance education.

2.4.2 Indian scenario

The gradual development and growth of distance education all over the world had its echo and impact in India also. In July, 1962 the history
Theoretical Perspectives

of education in India changed by starting correspondence courses. These courses were started in the pursuance of the recommendations of an Expert Committee under the chairmanship of Professor D.S. Kothari, Chairman, University Grant Commission (UGC). These courses were assigned to a body called the Directors of Correspondence Education and Continuing Education. The syllabus was also the same as that of the regular colleges of Delhi University. Presently, the correspondence material is supplemented by radio broadcast and telecast by Delhi Doordarshan. These telecasts are organized by a special cell of Doordarshan.

The successful experience of Delhi University in conducting this pilot project bearing excellent results set in motion the other Universities thinking in direction of introducing correspondence courses in their respective institute at different levels. The Punjab University was the second University in India to offer these courses. By 1985, 31 universities gave instruction by correspondence at various levels. It has been estimated by that University system alone provides instruction through distance education to nearly 4,00,000 students at various levels in the university structure at a given point of time. This implies that nearly 11.00 per cent of the total enrollment in the universities is accounted for by distance education.

In India, the system of distance education has passed through three stages.
Theoretical Perspectives

(1) Pre-take off stage

This stage can be identified with the efforts made during the sixties when only four institutes of correspondence education were established viz., Delhi University (1962), Punjab University, Patiala (1968), Merrut University (1969) and Mysore University (1969). The sixties was therefore, a period when the idea of distance education took shape and began to strike roots in the Indian Environment. The distance education movement had, thus, started in India and was slowly and gradually gathering momentum so that it could enter the takeoff stage.

(2) Takeoff stage

During the seventies, 19 Universities started Institutes or Directorates of Correspondence Education and thus, a major thrust was provided to distance education in India. The period of establishment of Distance Education teaching units in these Universities is given below:

Punjab and Himachal Pradesh (1971), Anand and Sri Venkateswara (1972), CIEFL, Hyderabad (1973), Patna (1974), Bhopal, Utkal, Bombay (1975), Madurai-Kamraj, Jammu and Kashmir, Rajasthan (1976), Osmania and Kerala (1977). Thus, distance education got a big punch during the seventies. More and more Universities took to distance education as alternative teaching of education. Moreover, whereas during the sixties, as an experimental measure only undergraduate courses were started, it was in the
seventies that institutes and Directorate of Correspondence Courses started postgraduate, diploma and certificate courses of varying nature.

(3) Drive towards growth

Till the end of seventies, distance education was part of the conventional university system. It had to, therefore, work within the limit of the procedure of the conventional universities. For the first time in the history of distance education in India, the Government of Andhra Pradesh established Open University in 1982. Thus, an autonomous institution of the level of a university was setup to develop distance education. There was moreover, a strong demand made in various quarters about the need for establishment in the country. It was also felt that an open institution of this kind fully devoted to the development of distance education would be very useful.

As a result in September 1985, the Government of India decided to setup the Indira Gandhi National Open University (IGNOU). The chief objectives of this apex institute are:

(1) To promote Open University and Distance Education Systems.

(2) To determine the standards of teaching, evaluation and research in such systems.

(3) To allocate admitted to its privileges or not or to any other university or institution of higher learning as may be specified by the statutes.
Theoretical Perspectives

The establishment of National Open University is being considered a welcome development because with the creation of IGNOU, totally devoted to distance education, the impediments which the traditional university system posed in the way of promoting distance education could be surmounted.

Several state Governments have also taken steps towards the establishment of Open Universities in their respective states. In this category, Maharashtra, Kerala, Bihar and Madhya Pradesh can be mentioned. Rajasthan has established an Open University at Kota. During 1984-85, the UGC agreed to the proposals of North Eastern Hill University and Gauhati University for starting distance education courses. If this trend continues, more and more states will initiate action towards establishment of Open Universities.

The rapid increase in the number of universities that offer courses through distance mode of teaching are observed in the education system of India is not an insignificant achievement. Within a relatively short period distance education is able to contribute as much as 11.00 per cent in the total enrollment in higher education. The spatial distribution of the universities and their enrollment reveals that in 1995, the Southern Region accounted for 76.00 per cent of total enrollment Northern region 17.00 per cent central and Western region 6.00 per cent and the Eastern region less than one percent (< 1.00%) of the total enrollment.
A high degree of concentration of enrollment is being observed with directorates which account for 83% of the total enrollment. They are Madurai-Kamraj, Madras - Annamalai, Andhra Pradesh - Waltari, Andhra Pradesh Open University, Delhi University, Bombay University and Rajasthan University. As per the norms of association of India University, the directorates with an enrollment of less than 5000 were treated as non-viable in 1985, 11 such centers had enrollment of less that 2500 and five had an enrollment of less than 1000 in spite of their existence for nearly a decade then.

Today, about 50 Universities and Education Boards besides the IGNOU, New Delhi, Andhra Pradesh Open University, Hyderabad, Rajasthan Open University, Kota and Nalanda Open University are emerged in imparting instruction through the medium of distance education. Out of which 31 have been set up by University are affiliated to them four are managed by the NCERT, two by Union Government (Directorates of Hindi and Rastriya Sanskrit Sansthan), each by Indian Institute of English and Foreign languages and National Institute of education planning and administration and the remaining by the boards of school education. Twenty four of the institutions depend mainly on the postal lesson followed by personal contact programmes of short duration and prepare students for their first degree examination in arts
and commerce. Thirteen Institutes depend mostly on the diploma and certificate course.

In India, the key element of all distance education institutes is the print medium. Some of these institutes rely solely on this element of correspondence education, whereas the others supplement the print medium with various types of non-formal education teachings as electronic media. The latter system usually makes the use of radio, television, audio cassettes, video cassettes, computer, etc. At present, the number of such Indian Distance Education Institutes is very small. But the welcome friend is that the importance of this media is being increasingly realized. The year long Satellite Instructional Television Experiment (SITE) was inaugurated in 1975. Approximately 1320 hours of programmes were planned for one year experiment or almost 4 hours everyday. The SITE covered a rural population of about 35 lakh living in 2400 villages in 6 states of India viz., Andhra Pradesh, Karnataka, Madhya Pradesh, Orissa, Bihar and Rajasthan.

2.5 SCOPE OF DISTANCE EDUCATION

Distance education is democratic as well as socialistic in nature. It helps in diffusion of education and equalization of educational opportunities. In the entire world, the population is increasing so fast that formal means of education cannot keep pace with it. Besides, even the existing educational resources are not being fully utilized by these for whom they are intended. It is
more so in developing countries because of poverty. A number of persons are
deprived of education due to above problem. But providing proper educational
opportunities to such vast numbers can be taken care of by means of distance
education only.

This non-formal means of education has a wide scope for the
emerging learning society in general and educationally under developed or
developing society in particular. It has message both for life long education as
well as for universalisation of education. It is acting as a useful medium for
promoting diversified as well as vocational education. It is the source of
inspiration for those who had dropped out of it at some stage or other. In other
words, distance education is an organized provision for learning opportunity
on part time basis, outside the timetable of formal system of education,
covering a person’s lifetime in his own environment, more or less according to
his own perception and at his own time.

The scope of distance education is very large as it is capable of
taking in a vast and varied clientele which includes:

(1) In-service persons who for economic or other reasons
had to take up jobs at an early age but are on the look out
for an opportunity to improve their educational
qualifications.
Theoretical Perspectives

(2) Dropouts who later become motivated to resume their studies.

(3) Persons in the geographically remote rural areas where there are no institutions of higher learning.

(4) Retired personnel or the persons near retirement who want to take up studies to keep themselves gainfully preoccupied in post-retirement period.

(5) Socially and economically backward sections of the society.

(6) Persons who are unable to join formal education due to overflow in many educational institutes where admissions are made on merit and for a fixed numbers of seats.

(7) Persons who want to learn and earn simultaneously.

(8) Handicapped persons.

(9) Persons who want to study a subject just for the love of it.

(10) Persons who need some additional training in their vocation for updating their knowledge and carrier advancement.

The added advantages of distance education system may be summarized as follows:
Theoretical Perspectives

1. The achievement of limited number of excellent teachers can reach thousands of students.

2. It is very economical.

3. Limited number of full time academic staff is needed. The teachers of the conventional institutions often serve the purpose of preparing course material.

4. The inherent flexibility of distance education system is conducive to greater variety of subjects of study, introduction of interdisciplinary options in various courses and wider choice of subjects for the learner.

5. It prepares individuals for self employment.

6. Distance education provides life long education to those who are interested in advancing their knowledge.

7. In-service personnel housewives, disabled persons, under privileged people residing in remote areas, school dropouts, etc. all may avail of the course offered by distance education.

2.6 A HISTORICAL VIEW OF DR. BABASAHEB AMBEDKAR OPEN UNIVERSITY

Gujarat is one of the most developed states with rich cultural and entrepreneur heritage. With its progressive outlook and its social
reformation it has provided leadership not to India but also to entire humanity. It is one of the first states to implement the new pattern of education and three language formula. It has a well organized network of institutions and organizations including a large number of NGOs working in the field of education and development. These traditions inspired the establishment of Dr. Babasaheb Ambedkar Open University in State in the year 1994.

The development and acceptance of "Distance Education" both in the developed and developing countries is growing fast. The reason behind such an acceptance is its flexible approach and user friendly technique of education that can provide a viable alternative for everyone who needs to pursue education further to expand his horizons of knowledge, to sharpen his existing knowledge, to upgrade his knowledge, skill and training and thereby, making learning a fulfilling experience.

Gujarat has realized importance of Distance and Open learning in higher education. Out of the 7 statutory Universities, 3 Universities have been running external degree courses for years. Of late, DTE (Directorate of Technical Education) has been offering distance learning diploma courses in civil, mechanical and electrical engineering. Some NGOs are also operating in this field at one level or other. Thus, the culture of open distance learning exists in the state which augurs well for the BAOU. The BAOU therefore, has a fertile soil to plough and disseminate open learning through regional language at larger scale.
Dr. Babasaheb Ambedkar Open University was established as per the ordinance No. 5/1994 of Gujarat Government published in extraordinary gazette on 13th April, 1994. Afterwards this ordinance was given the form of an Act which is known as Act No. 14 of 1994 passed by Gujarat State legislature.

Dr. Babasaheb Ambedkar Open University Act clearly specifies its objectives. The important and distinguishing ones for this university are:

1. To advance and disseminate learning and knowledge by a diversity of means including use of any communication technology,
2. To provide the opportunities for higher education to a larger segment of the population,
3. To promote the educational well-being of the community generally, and
4. To encourage the Open University and distance education system in the educational pattern of the State.

Vision:

- Towards excellence,
- To empower the youth of Gujarat with various occupational and professional courses,
- To empower the women with the short term courses,
Theoretical Perspectives

- To reach the last man of the society,
- To reach the poorest of the poor of society.

Mission:

The BAOU has classified all its potential learners for its diverse academic programmes into the following target groups:

- Women, particularly house-wives,
- People engaged in different services, business or agriculture,
- People living in rural and remote areas,
- People belonging to Scheduled Tribes, Schedule Caste, Nomadic Tribes and Socially Educationally Backward Class,
- Persons deprived of higher education in young age and aspiring to improve their qualifications now,
- Persons deprived of admission in conventional universities of the state,
- Physically handicapped,
- Prisoners,
- Working people who wish to improve their professional skills.
In order to reach these disadvantaged groups due to educational, economical, social, geographical and other circumstances, the BAOU has so far launched academic programs for all the “less educated”, “educated” and “higher educated” groups.