CHAPTER I

INTRODUCTION
INTRODUCTION

Achievement is one of the important factors in the present age for which the parents, the teachers, the students, all have become conscious day by day and that is the reason that the teachers in the class-room, the students in the school and in the home have to work very hard to achieve more and more. Achievement has become an important factor in the lives of the children. All the activities of the students are directed towards achievement. Achievement has become the criteria for admission to any higher class or grade. On the basis of the achievement, some selections are made. It means achievement plays a very dominant part in the academic career of a student.

The era of today is known as the competitive age and there is explosion of opportunities and specialization. The quality of performance has become the key factor for social and personal progress of an individual. The level of aspiration of parents in relation to their children is also becoming higher and higher. There is desire for higher achievement among the students. It has also been observed
that many of the parents help the students to achieve better in their performance. The introduction of new system of education especially the objective type tests have raised the percentage of marks in relation to previous achievement of the students in the present age.

With the acceptance of education as a Human Right by UNESCO and implementation in the world nations, the education to be imparted to the people of the country is becoming more and more popular. Education as a Human Right, means it is the right of the people to receive education and it is the duty of the Govt. of the country in which they are living to make provisions for imparting education to the people of the country. Provisions are also being made to make education free, compulsory and universal at the primary level as a first step in this direction. Education for the drop-outs has been organised to check the problem of wastage, stagnation and illiteracy.

But it is strange to see that our country is still facing the problem of ignorance, illiteracy, poverty, population, pollution and compulsory education with this unchecked growth of population. We want to make education universal free and compulsory for all.
Therefore, we need alternative system of education. The non-formal stream of education has emerged as an alternative to education for all against the present formal stream, which has failed to provide education to all. Poor and desirous should get education at all stages and at all levels.

Therefore, the researcher became interested after consulting the various surveys of various educational researches by Dr. M.B. Buch and survey published by N.C.E.R.T. to compare the two streams of education that is formal and non-formal streams. The two streams are compared in relation to their achievements, attitude towards teaching and the adjust problems of B.Ed. students teachers enrolled through formal and non-formal streams. Therefore, the researcher thought it proper to investigate in this new field of education, which is almost an unexplored territory.

The education of the country is changing according to its needs, aspirations and conditions. It is said that education is a life long process and goes from womb to tomb or it goes from birth to death, which reveals its dynamic nature of Education. Moreover, education
is very essential for the human beings. It provides vision and the sense of discrimination to them. Aristotle once said, "The difference between the literate and the illiterate person is the same, as we find between the living and living being." It means Aristotle considered illiterate people as non-living beings because they do not contribute anything to the society. The educated people always make the contribution towards the enrichment or upliftment of the society. The formal stream of education became more important after the industrial revolution, when schools were opened to send the children. During the industrial revolution Caxton invented the printing press. So all the knowledge was printed and stored in the form of books studied by the human beings. This also led to a great revolution in the field of education. Moreover, during the Industrial revolution, the mother and the father used to work either in the factories or in the offices all the time. Therefore, formal school became more and more popular among them for a particular period. So the parents sent their children for formal education and this education became popular among the middle class people as it best served their interests. With the rise of education in the schools, the concept for educating the children became important and most of the parents started sending their
children to the formal stream of education. Since then the schools are
 gaining momentum for the education of the children and are
 improving their conditions of imparting education of the children and
 are improving their conditions of imparting education to the students.
 In the present days, we see that the education in the public schools is
 imparted in a better way in comparison to their counter parts. The
 children used to stay in the school for a particular period for which
 most of the parents worked in the office or in the factories, therefore
 sending the children to get education in a formal school was a great
 relief to the parents.

1.1 THE FORMAL MODE OF EDUCATION - MEANING

The Formal mode of education is a planned process to modify
the behaviour of the children with a particular aim. In this system of
education, everything is pre-determined and planned in advance for
example, the methods of teaching, curriculum, the timetable, the rules
and regulations and the process of evaluation. It helps to impart
education directly to the students of a particular age group. It is not an education, which we can say as a life long process, but it is an education only for a particular period of life of an individual.

1.2 NEED OF THE FORMAL MODE OF EDUCATION

This mode of education developed as a special incentive to perform certain acts of social activities with the development of knowledge and skills their preservation; promotion and defusion could not be managed through in formal or non-formal modes of education. Therefore, formal school, colleges and universities were organised. In this way, the school as a social institution developed in the human society. With the shift of industrialisation to productive work from family to factory, the parents failed to look after their children properly. The formal stream of education developed to become a substitute for the parents. The industrial societies also noted some specific knowledge and skills, which other streams fail to provide. Therefore, the school system became indispensable for the modern
society. The people got employment after completing their formal education also which made formal system more expensive in the fast developing societies of the world, but with the growth of unchecked and uncontrolled expansion of population, the educationists, thinkers, planners, psychologists and sociologists have to think of the alternatives in education and they have thought non-formal education, distance delivery methods, package deals, computer assisted programmes as alternatives to formal mode of education so that the education may reach to all the children in the age group of 6 to 14 years.
1.3 MEANING AND NEED OF NON-FORMAL MODE OF EDUCATION

Prof. Ivan D. Ellich has talked of de-schooling society and says that the schools have done no good to the society, but they have damaged the society. He is of the opinion that nothing can be learnt in the four walls of the schools, but everything can be learnt in the school of life. He recommended learning webs against schooling, as schools are time specific, teacher specific, subject specific, room specific, attendance specific, standard specific and degree earning specific.

With the acceptance of "education as a human right" by UNESCO and its acceptance by the world nations. "Education as a human right" means that it is the right of the people to receive education and it is the duty of the Govt. to impart education to the people living in that country. Provisions have to be made to make education free, compulsory and universal as a first step to achieve this motto that Education as a human right. As we have the fundamental
rights, in the same way, education as a human right has also emerged. Universalisation of education has been recommended for the age group 6-14 years as a very important subject to achieve this aim of education. There are many cases of drop-outs, which are also being examined to check the problem of wastage and stagnation and illiteracy. Special education of the planners, educationists and psychologists is required to make education free, compulsory and universal for this age group. In order to make the children in the age group 6-14 yrs. To be educated and to look into the problems being faced by the country i.e. population explosion, pollution, poverty, illiteracy, ignorance, primary education has been made essential for all. The ever-increasing need of education cannot be met by the formal mode of education as it imparts education to a limited population and we are in need of education for the entire population in the country. Most of the countries of the world have adopted the democratic system of education, which has increased the need for providing education to the masses to exercise their adult franchise, without any consideration of caste, creed, religion or language. The rigidity of formal mode of education and declaration of education as a human right, under UNESCO, democratic form of government to
exercise adult franchise, uncontrolled explosion of population, explosion of knowledge, popularity of the democratic form of Government and democratic ideology among the world nations. All these factors combining together lead to the adoption of non formal system of education, where we have the provision to impart education without face to face interaction among the masses in far off areas, distance education, through distance delivery methods is desirable.

1.4 DISTANCE EDUCATION - WORLD AND INDIAN PERSPECTIVE :-

The progress of modern scientific and technological devices has made non-formal educational system easier to reach the doorsteps of the distance learners and the masses. Hence, non-formal system of education is gaining popularity and is becoming popular day by day, as it is serving the interest of the masses especially the distance learners. Distance education after the use of air communication in the University of Air in United Kingdom has become the need of the day to meet the challenges of the present circumstances not only in our
country, but also almost in the whole of the world. Four things have surely led to the popularity of expansion of distance education:

1. UNESCO's declaration of education as a human right, which declares to provide education to all irrespective of caste, creed, sex etc.

2. The unchecked abundant uncontrolled growth of population.

3. Explosion of knowledge and the quest for more and more knowledge.


To meet these challenges, the world nations, especially the developed countries have started to adopt alternative to the formal system of education i.e. non-formal system of education, which is also popularly known as "Distance Education". It has been given different names. In Australia, it is known as the External System. The term "Correspondence Education" is also widely used for this purpose.
In India, we have been using three terms: External appearance & Private appearance, Correspondence education and Distance Education. In external appearance, a University permits a student to take the examination as a private candidate, and if he passes, he is given the degree. The University does not take any responsibility to impart education to students. The second, correspondence Education has been quite popular. Lastly, some of the institutes/universities engaged in "Correspondence Education" have designated themselves as "Distance Education" and "Open University System". After analysing the definitions of "Distance Education" given by Wedemeyer, Holmberg, Moore, Peeter and Keegan, Desmond Keegan outlined the following important characteristics of "Distance Education".

1. The quasi-permanent separation of teacher and learner throughout the length of the learning process; this distinguishes it from conventional face to face education;

2. The influence of an educational organisation both in planning and preparation of learning materials and in the
provision of support services; this distinguishes it from private study and teach yourself programmes;

3. The use of technical media - print, audio, video or computer - unites teacher and learner and carries the content of the course;

4. The provision of two way communication so that the student may benefit from or even initiate a dialogue; this distinguishes it from other uses of technology in education;

5. The quasi-permanent absence of a learning group throughout the length of the learning process, so that people are usually taught as individuals and not in groups, with the possibility of occasional meetings for both didactic and socialisation purposes.

In addition, there are two other socio-cultural determinants, which are necessary pre conditions and necessary consequences of "Distance Education". They are:
1. The presence of more industrialised features than in conventional or oral education and

"Distance Education" system has the potential of providing facilities for education to all at all levels and at all stages to the learners, who want to meet their quest for knowledge at any stage and who were deprived of the educational opportunities previously due to certain unavoidable circumstances and problems. The developed countries of the world have developed better techniques of distance delivery methods and use the latest technology, hardware, software and also use of audio cassettes, televisions, computer assisted programmes and computer assisted packages. The developing countries of the world are emphasising mainly on the printing technology in the form of better-printed lessons, better in content and better in format. These countries are also now using Radio, T.V. and Audio cassettes for imparting distance education.

If we try to trace the history of "Distance Education" we find that "Distance Education" has a longer past, but not a longer history.
It is said that Pitman, who is the inventor of Shorthand, was the originator of distant delivery methods, when he used to send instructions to his students by post in shorthand for making them to learn the skill of shorthand. The main impetus of distance education was provided by the inventions of the printing press by Caxton. In India "Letters from Father to Daughter" in the written form are considered to be the innovators of the distance education. The letters written by Pandit Nehru from naini Jail to his daughter Indira Priyadarshini were full of instructions on various aspects of life, to learn, to live and to guide the nation. The concept of Open University is essentially a milestone for the growth of the concept of open education.

Lord Perry (1976) identified three major postwar trends, the congruence of which helped in evolving the concept of Open University. They are :-

1. Development in the provision of Adult Education.
2. Growth of educational broadcasting.
3. Increasing application of political objectives of egalitarianism in the field of education.
Dr. Hill (1975) gave four references of Open Education. Those Four referents are:

1. Spatial
2. Temporal
3. Procedural
4. Normative

1. Spatial: Under this referent the removal of restrictions, or infusing capacity to overcome restrictions pertaining to classroom attendance or non-attendance could be included.

The traditional system of education insists upon the students attending the classroom at a specific place. Clientele from forest areas, hilly tracks and other geographically inaccessible and remote areas find the spatial constraint insurmountable and thus get deprived of access to education.

2. Temporal: Temporal factor is the second referent. In the traditional education classes are held during specific hours over certain periods of time and the attendance during fixed timings
and the periods is made compulsory for the clientele. Often, the restrictions of age too are put regarding the minimum and maximum as it is assumed that students, both too young and too old, cannot cope up with the intellectual and physical strain involved in the process of education.

3. Procedural: Restrictions related to sex, race, religion, caste, class-size, cost of education etc. constitute the procedural referent. Education has favoured the male sex over the years. Female education generally has been neglected. People belonging to certain races in the world and certain castes in India, have been deliberately deprived of educational opportunities. Linguistic and religious minorities invariably find their educational ambitions being curbed. Class size restrictions requiring a minimum number of students to start a class, have come in the way of universal diffusion of education. A more overwhelming factor is the economic one. Generally affluence gets associated with education and poverty with illiteracy.

4. Normative: The control and the direction of the strategies of education can be included under this referent. Normally the
objectives of education, the learning tasks, activities, sequence and the strategy of education are determined by the interaction between the teacher and the society, the magnitude of the role played by the teacher and society depending upon the political colour of the state. By and large, the society and the teacher seem to control the system of education putting too many constraints on a student, which restrict the openness of the educational system in the following way (Coffey, 1977):

1. The student accepts the offered teaching sequence.
2. He accepts the teaching strategy that suits the teacher.
3. He accepts the learning objectives determined by others.
4. He has to meet the minimum entrance requirements, which may not have relevance to his personal learning objectives; and
5. He accepts the assessment methods, which are usually unrelated to the type of activity he will apply to his newly acquired knowledge or skills.

The role of the student in the selection of the objectives, learning tasks, sequence, strategies, entrance and assessment
procedures, is minimal in the traditional system of education. In principle, open system would give freedom to the students in the choice of the said factors.

To sum up, the traditional education is normally branded as a closed system, because it opens itself only, to a fraction of the population. It willingly or unwillingly puts restrictions on the rest of the sections of the population and denies them, the traditional opportunities of education. These restrictions could be of four types: Spatial, Temporal, Procedural and Normative.

When these restrictions are removed or when facilities are provided to overcome such restrictions, the educational system becomes open. Thus, the openness of the educational system depends not only upon eliminating the spatial, temporal, procedural and normative hurdles, but also upon the extent of facilities provided to overcome them.

The term "Open Learning" and "Distance Education" are quite similar. Learning is not always synonymous with the Open
University or distance education. Several open universities and open learning institutions prescribe certain entry qualifications and they debar those, who do not fulfil the conditions laid down by them. Therefore, if the idea is to provide educational facilities to a large number of people scattered all over i.e. providing greater access to education the term "Distance Education" is more appropriate.

1.5 TEACHER EDUCATION - ITS FORMAL AND NON FORMAL MODES:

Teacher is the main fountain which helps the knowledge thirsty people to quench their thirst of knowledge to become effective teachers. Teacher Education is the main pivot around which the system of activities of education revolves. Teacher has a great responsibility and is termed as nation builder. He is to show the path to new generations. He is the expectation. He is the preserver of the culture, knowledge and the transmitter to the younger generation from time to time. He takes the students from the darkness of ignorance to the light of knowledge. The buildings, however may be attractive do not make the school effective. It is
the devoted teachers and obedient students, who make the school a reputed one. A good teacher guides the students with his ideas and ideals. The students blindly follow the teacher. Therefore, the role of teacher in the society is very significant for making the career of the students in respect of their values, viewpoints and philosophy of life. Humayun Kabir said, "without good teachers, even the best of the system is bound to fail, with good teachers even the difficulties of the system can be largely overcome. In order to become a good teacher, a teacher has to become student always that means, he has to remain acquainted with the latest innovations and knowledge. Therefore, he has to study the latest books related to his subject to keep his knowledge fresh and up to date. Dr. Ravindra Nath Tagore rightly said, "A lamp can not enlighten another lamp unless, it continues its own flame burning" It means that the teacher must know the latest in the field of teaching to teach his students properly.

A teacher has to reorient education to meet the national needs and aspirations of the country. His role is not only limited to preserve, interpret and to transmit knowledge, but his role is more important to bring about social change according to the changing
needs, circumstances and aspirations of the country. A good teacher also helps in bringing the change in the outlook, ideas, ideals, values, philosophy of life, educational and personal philosophy of the students according to the changing needs. He is expected to act accordingly to the aims of education of the country. The aims of education of a country are the direct outcome from the polity of a country, for example, India is a democratic country, therefore our polity is for the success of democracy, so all our aims of education as suggested by the Secondary Education Commission in 1952 and by Kothari Commission in 1964-66, are for the success of democracy.

1.6 AIMS OF TEACHER EDUCATION

(B.Ed. COURSE)

The main aims are as under:-

1. To develop skills for continuously evolving peoples' growth.

2. To develop competency to act not only as a leader of the children, but also as a guide of the community/society.

3. To develop competency to teach at least all subjects on the basis of the expected principles of learning and teaching.
4. To develop understanding, interest, attitude and skills among the pupil teachers for which the teacher should have him-self a positive attitude towards teaching. Attitude for teaching, reading, interest and the skills required for becoming an effective forceful teacher.

1.7 IMPORTANCE OF TEACHER EDUCATION

Teacher education helps in the growth of competency of teachers. It qualifies the teachers to share the responsibilities of educational provisions. Teacher education makes the teacher competent to understand the child to know the principles of teaching-learning to motivate the children inside the class and to make the lesson interesting, comprehensive, effective, forceful and easy to be understood by the students.

The way, the teacher handles its class, the interactional process, the teacher tackles the learning difficulties, and all play their roles. Interest of the teacher, his ideas, ideals, philosophy of life, reading interest and attitude towards teaching are the factors which contribute very effectively in his class room communication. The
teacher's role is mainly responsible for improving the quality of education. The positive effects of teacher training on teacher's programme and students achievement have been seen by the researches. The teacher is the main figure in all educational system and is directly responsible for implementing the new educational programmes in the class from time to time.

To clear the backlog of the teachers - training is being given in India through the non-formal mode in addition to the formal mode of Education at the B.Ed. level. But in the present days, NCTE has imposed certain restrictions on the non-formal and formal mode of Teacher Education to improve the quality of Teacher Education in the country.

1.8 VARIABLES USED IN THE STUDY

A. Achievement (Dependent Variable)
B. Attitude towards teaching (Independent Variable)
C. Adjustment (Independent Variable)
A. ACHIEVEMENT

The quality of performance has become very important for the progress of the persons. Parents desire that their children should achieve more and more because achievement has become the measure for categorising the students. It has become the basis to get admission in higher classes. The achievement in the competitive examinations helps to recruit the students on various posts that means that the achievement is the only criteria for admission for recruitment, for selection to any posts. The desire for high achievement puts a lot of pressure on the students and teachers, schools and on the educational system itself. It appears that the whole system of education evolves around the academic achievement of the students. Therefore, a lot of time and efforts of the parents and educational institutions are used for helping the students to achieve better achievement. Academic achievement refers to the degree of success or proficiency attained in specific area concerning academic work. It is the student's performance on cognitive tests at a level, which is according to the parts and
Achievement tests are used to measure what and how much students have learnt as the result of classroom formal Education. These tests measure the level of performance of the individuals or groups in academic learning. The scores of achievement tests are used in deciding which grade a student should be given or what are the areas of strength or weakness. The Achievement tests are used for evolving the course of study or efficiency of teaching and teaching methods or other educational factors. The items which are generally used in the achievement tests can be classified as selection type items or supply type items.

The Selection type items present the students with a study of possible responses from which they select the most appropriate answers. In the supply type items the students are required to create and supply their own answers.
Selection type items

1. Multiple Choice
2. True/False
3. Matching
4. Interpretive exercise

Supply type items

1. Short answers
2. Essay (restricted response)
3. Essay (extended response)

B. ATTITUDE

Attitude refers to the favourable or unfavourable reactions towards teaching. How individual feels and what a person believes, is the attitude. Thurston says, "the concept of attitude can be defined to denote the sum total of man's in creation or feelings, objectives or bias pre conceived notions ideas, evils, threats and convictions about any specific topic. It is, further mentioned that the
attitude is a degree of positive or negative effective essential with some psychological object. By psychological objects, Thruston means any simple phrase slogan persons or ideas opportunities which people can differentiate with respect to positive and negative effect. G.W. Allport says, "A mental and neutral set of readiness exerting a directive dynamic influence among the individuals responses to all the objectives and situations with which it is related is known as attitude. This definition reveals the following facts concerning attitude:

1. Attitude is the mental or neutral study of readiness.
2. Attitude influences the reactions of the individuals.
3. Attitude changes the reactions of the individuals.

According to Mr. K. Young, "An attitude may be defined as a learned, more or less effective tendency of pre disposition in a responded learning surprising manner, shall, positive or negatively in reference to some situation, value, material, object or class of such objectives or persons or group of persons".

29
New-Comb defines attitude, "An individual attitude towards something is his pre disposition to perform, to perceive, to think and to feel in relation to it". Therefore the attitude has the following major characteristics:

1. Attitudes are related to images thoughts and external objects.
2. Attitudes guide the behaviour of the individual in one particular direction.
3. Unconscious motive is an important factor in creation of the attitude.
4. Attitudes are related to the persons needs and the problems.

Although, we see that the attitudes are described as permanent yet we find the change and development. Therefore, the stability of attitudes is relative. The permanent attitude towards an object does not come into being all of a sudden, but it is the result of steady development. Attitude changes and develops at a slow rate and at different rates among different individuals.
The main determinants of change in attitudes are:

1. Psychological determinants.
2. Functional determinants.
3. Cultural determinants.

Therefore, we can say that attitude towards teaching is the psychological determinant, where affective experience brings change in attitude towards teaching.

MEASURING THE ATTITUDE

The measure of attitude of the teachers held by them is very important to know their professional alertness and their abilities. A teacher performs his duty, dependence upon to a lot extended on his attitude values, viewpoints, and beliefs. A positive attitude makes the work easier more specific and rewarding. A negative, unfavourable attitude makes the teaching unpleasant, hard, harsh and tedious. Teacher's attitude affects his behaviour in the classroom through interaction with the students. Effective, forceful and comprehensive learning on the part of the pupils can be achieved by
the observable attitude of the teacher. Therefore, it is very important to measure the attitude of the practising teachers towards teaching profession.

In this study, Teacher Attitude Inventory (TAI) constructed and standardised by Dr. S.P. Alhuwalia has been used for measuring the attitude of the B.Ed. pupil teachers towards teaching.

C. ADJUSTMENT:

The dictionary meaning of adjustment refers to harmonize discrepancies to settle things or to regulate etc. Here adjustment is to be studied between the students of two different modes i.e. formal and non-formal. This adjustment inventory by Dr. AKP Sinha and DR. R.P. Singh has been designed for use with the Hindi knowing students of India. The test seeks segregate normal form of poorly adjusted, college students of all groups in respect of adjustment i.e. home, health, social, emotional and education. The test helps in screening the poorly adjusted students, who need further diagnostic study and counseling. The inventory has 102 items. Home - 16, Health - 15, Social - 19, Emotion - 31 and Education - 21.
The split half reliability of the total items was .94 and item wise reliability was Home - .87, Health - .83, Social - .96, Emotion - .95 and Education - .97 and the reliability of test retest was .93 in total and Home - .85, Health - .82, Social - .95, Emotion - .94 and Education - .96

1.9 OPERATIONAL DEFINITIONS OF THE TERMS USED IN THE STUDY

A. ACHIEVEMENT:

Achievement Test (Constructed by the researcher)

The term achievement refers to the academic performance of the students measured in terms of marks obtained by him/her in the achievement test.

B. ATTITUDE:

Attitude towards teaching (T.A.I.) by Dr. S.P. Ahluwalia

Attitude refers to be favourable or unfavourable reaction towards teaching.

C. ADJUSTMENT:

(A.I.C.S.) by Dr. A.K.P. Sinha & Dr. R.P. Singh.

Adjustment means to what extent a person is flexible.
1.10 RELEVANCE OF THE STUDY:

The investigator consulted the survey of research in education by Dr. M.B. Buch and N.C.E.R.T. and found hardly any study has been done with these variables, where two streams of education providing B.Ed. course in relation to their achievement, attitude towards teaching and the adjustment of the students teachers have been stated. It appears to be a novel area of research and these variables appear to be in the unexplored territory for the researcher. Therefore, it became a subject of great interest for the researcher to explore the possibilities of conducting the research with these variables and comparing the two modes of education - formal and non-formal.

The study has a great significance in the field of education especially at the time when formal and non-formal streams of education are trying to meet the challenges of the expansion of education and explosion of population. Therefore, the comparative study in relation to achievement will throw adequate light to assess the utility of the stream in education to be followed for better achievement. It will also bring to light the relative relationship between achievement and attitude towards teaching and achievement.
and adjustment of the B.Ed. pupil-teachers enrolled through both the streams.

The study will help in establishing the relationship and will also bring a comparative picture of both the streams along with these variable. Hence, the study will not only establish the relationship between the independent and dependent variables but will also bring to light the effectiveness of the stream to be followed in future for the education of the masses to achieve the goal of education for all in the near future viewing the abundant, unchecked and uncontrolled growth of population in the country. Non-formal means of Education appears to be an effective alternative to meet the challenge of eradicating illiteracy from the country.

1.11 STATEMENT OF THE PROBLEM

A COMPARATIVE STUDY OF THE ACHIEVEMENT OF B.Ed. STUDENT-TEACHERS ENROLLED THROUGH FORMAL AND NON-FORMAL STREAMS IN RELATION TO THEIR ATTITUDE TOWARDS TEACHING AND ADJUSTMENT.
1.12 OBJECTIVES OF THE STUDY:

1. To study the achievement of student-teachers enrolled through formal and non-formal streams of education.

2. To study the attitude of student-teachers towards teaching enrolled through formal and non-formal streams of education.

3. To study the adjustment of student-teachers enrolled through formal and non-formal streams of Education.

4. To study the relationship between achievement and attitude towards teaching of student-teachers enrolled through formal stream.

5. To study the relationship between achievement and attitude towards teaching of student-teachers enrolled through non-formal stream.

6. To study the relationship between achievement and adjustment of student-teachers enrolled through formal streams.

7. To study the relationship between achievement and adjustment of student-teachers enrolled through non-formal stream.

8. To study the relationship between attitude towards teaching and adjustment of the student-teachers enrolled through formal streams.
9. To study the relationship between attitude towards teaching and the adjustment of the student-teachers enrolled through non-formal streams.

10. To study the achievement of formal stream of student-teachers possessing high and low levels of attitude towards teaching.

11. To study the achievement of non-formal stream of student-teachers possessing high and low levels of attitude towards teaching.

12. To study the achievement of formal stream of student-teachers, who are well adjusted and mal-adjusted.

13. To study the achievement of well adjusted and mal-adjusted student-teachers of the non-formal stream.

14. To study the achievement of well adjusted formal stream of students with highly positive attitude.

15. To study the achievement of well adjusted non-formal stream of student-teachers with highly positive attitude towards teaching.

16. To study the achievement of well adjusted formal stream of student-teachers with highly negative attitude towards teaching.

17. To study the achievement of well adjusted non-formal stream of student-teachers with highly negative attitude towards teaching.
1.13 HYPOTHESES:

1. There is no significant difference between the achievement of student-teachers enrolled through formal and non-formal streams of education.

2. There is no significant difference between the attitude of student-teachers towards teaching enrolled through formal and non-formal streams of education.

3. There is no significant difference between the adjustment of student-teachers enrolled through formal and non-formal streams of education.

4. There is no significant relationship between the achievement and attitude towards teaching of student-teachers enrolled through formal stream.

5. There is no significant relationship between the achievement and attitude towards teaching of student-teachers enrolled through non-formal stream.

6. There is no significant relationship between the achievement and adjustment of student-teachers enrolled through formal streams.
7. There is no significant relationship between the achievement and adjustment of student-teachers enrolled through non-formal stream.

8. There is no significant relationship between the attitude towards teaching and adjustment of the student-teachers enrolled through formal streams.

9. There is no significant relationship between the attitude towards teaching and their adjustment of the student-teachers enrolled through non-formal streams.

10. There is no significant difference between the achievement of the formal stream of student-teachers possessing high and low levels of attitude towards teaching.

11. There is no significant difference between the achievement of the non-formal stream of student-teachers possessing high and low levels of attitude towards teaching.

12. There is no significant difference between the achievement of the formal stream of student-teachers, who are well adjusted and mal-adjusted.
13. There is no significant difference between the achievement of the non-formal stream of student-teachers, who are well adjusted and mal-adjusted.

14. There is no significant difference between the achievement of well adjusted formal stream of student-teachers with the highly positive attitude towards teaching.

15. There is no significant difference between the achievement of well adjusted student-teachers of the non-formal stream with the highly positive attitude towards teaching.

16. There is no significant difference between the achievement of well adjusted formal stream of student-teachers with the students of highly negative attitude towards teaching.

17. There is no significant difference between the achievement of well adjusted non-formal stream of student-teachers with the students of highly negative attitude towards teaching.
1.14 DELIMITATION

The study is delimited to :-

1. The student-teachers enrolled through formal and non-formal streams.

2. 300 pupil-teachers of B.Ed. Regular stream of the colleges of Education affiliated to M.D.U., Rohtak have been taken.

3. 300 pupil-teachers of B.Ed. correspondence stream of M.D.U. from the area where the regular B.Ed. college student have been taken.

4. 600 B.Ed. students of both the streams have framed the sample of the study.

5. The study is delimited to the following variables.
   - Academic Achievement. (Dependent variable)
   - Attitude towards teaching (Independent Variable)
   - Adjustment of the students (Independent Variable)