SUMMARY
INTRODUCTION

The population of our country is increasing at an uncontrolled, unchecked and abundant rate. The explosion of population in the country has made the planners, thinkers, educationists and sociologists to think of the alternative to impart the education of the huge population. The formal stream of education is not in a position to meet the needs of the people of the country, because we find more children for enrolment when we open schools for their admission. In this way many students cannot get formal education in this schools. Our planning has also failed to meet the challenge of this abundant growth of population. When formal stream of education has not been able to meet the challenge of growing population, we have to impart education to this huge population through non formal means. In order to impart education to all, who need it, we have to impart education to them through non formal
modes, which can be correspondence courses, postal courses etc. Distance Education, which means providing education through radio, newspapers, magazines, computer assisted programmes etc. In this way non formal education has emerged as an important means to meet the educational needs of these students.

UNESCO is a cultural wing of UNO which has declared “Education as a Human Right”, which means that it is the duty of the Government to make provisions for the education of the people living in that country. As we have the fundamental rights for them in the same way, we have the right to education and the Government has to make provisions for that education. Universal, free and compulsory education for the age group 6 to 14 years has been accepted in our country and this is the reason that primary education has been made free, compulsory and universal in our country as a first step to achieve this objective of universal education.
The researcher consulted various surveys of educational research by Dr. M.B. Buch and NCERT and found hardly any significant study done with these variables. The independent variables such as self-concept, attitude towards teaching, human values and the dependent variable academic achievement of the B.Ed. pupil teachers enrolled through formal and non-formal modes, is yet an un-explored territory. Therefore, the researcher became interested to know the various relationships.

Self-concept plays a very dominant role in one's life. Self-concept means one's image in one's own eyes. It is an important trait of personality. The process of teaching mainly depends upon the self-concept of the pupil teachers and the activities of a teacher is the function of the self-concept. During the decision making process, self concept plays a very significant role self-concept is a continuous and life long process. The attitude towards teaching is also
a very significant component needed for the teaching process.

The attitude can be defined to denote the sum total of man's inclination and feelings, prejudice or bias, pre-conceived notions, ideas, evils, threats and convictions about any specific topic.

According to K. Young, "An attitude may be usually positive or negative in reference to some situation, value, material, object or class of such objects or persons. Attitudes are related to images, thoughts and external objectives. Attitude guides the behaviour of the individual in one particular direction. Attitudes are related to the person's needs and problems. Attitude changes and develops. How a teacher performs his duties is dependent to a great extent upon his attitudes, values and beliefs. A teacher's attitude affects his behaviour in the class room, influences the behaviour of his students also. It is very important to measure the attitude of the practising teachers towards teaching profession. Teacher Attitude Inventory of
Dr. S.P. Ahluwalia has been used for measuring the attitude of the B.Ed. pupil teachers towards teaching.

VALUES

Values of the society provide direction to the process of education and education inculcates values. Values are considered as the substitute of 'goodness'. In education, values refer to those ideals and the goals, which when achieved evoke a sense of fulfilment. Value education and education for human values are the new entrants in the arena of Indian education. The human values test constructed and standardised by Dr. D.K. Diwan has been used by the Researcher to measure the human values. The human values related to the following areas: (1) Cooperation (2) Dedication (3) Nationalism (4) Scientific Outlook and (5) Toleration have been taken in this test.

ACHIEVEMENT

Academic achievement plays an important role in the career of a child. It is the indication of one’s progress in the
Academic field. Parents and teachers want that their students should get maximum marks and use all means to get their Achievement increased. The desire for a high level of Achievement puts a lot of pressure upon the children, teachers, parents, school and the educational system. A lot of time and efforts of the educational institutions are used for helping the students to achieve better or high achievement. Achievement is the only criteria for admission to the higher classes in most of the countries of the world.

Achievement refers to the level of success and that of proficiency attained in some specific area concerning some academic work. Student's performance on cognitive tests at a level according to his abilities and according to standards set for the class. It is a measure of what has been learnt in the academic area. Achievement test scales are used in deciding which grade a student is suitable for.
STATEMENT OF THE PROBLEM

A COMPARATIVE STUDY OF THE ACHIEVEMENT OF B.Ed. PUPIL TEACHERS ENROLLED THROUGH FORMAL AND NON-FORMAL STREAMS IN RELATION TO THEIR SELF-CONCEPT, ATTITUDE TOWARDS TEACHING AND HUMAN VALUES.

OBJECTIVES

1. To study the achievement of B.Ed. Pupil teachers enrolled through formal and non-formal streams.

2. To study the Self Concept of B.Ed. Pupil Teachers enrolled through both the streams.

3. To study the attitude towards teaching of B.Ed. Pupil Teachers enrolled through both the streams.

4. To study the human value of the B.Ed. Pupil Teachers through formal and non-formal streams.

5. To compare the achievement of male B.Ed. Teachers enrolled through formal and non-formal streams.
6. To compare the achievement of female B.Ed. Teachers enrolled through formal and non-formal streams.

7. To study the Self Concept of male B.Ed. Pupil Teachers enrolled through both the streams.

8. To study the Self concept of female B.Ed. Teachers enrolled through both the streams.

9. To study the attitude towards teaching of the male B.Ed. Pupil Teachers enrolled through both the streams.

10. To study attitude towards teaching of the female B.Ed. Pupil Teacher enrolled through both the streams.

11. To study the human values of male B.Ed. Pupil Teachers enrolled through formal and non-formal streams.

12. To study the human values of female B.Ed. Pupil Teachers enrolled through Formal and non-formal streams.
HYPOTHESES

In pursuance of the objectives stated above, the following null hypotheses have been formulated to be tested.

1. There is no significant difference in the achievement of B.Ed. Pupil Teachers enrolled through formal and non-formal streams.

2. There is no significant difference in the self concept of B.Ed. Pupil Teachers enrolled through formal and non-formal streams.

3. There is no significant difference in the attitude towards teaching of the B.Ed. pupil teachers enrolled through formal and non-formal streams.

4. There is no significant difference in human values of the B.Ed. Pupil Teacher enrolled through formal and non formal streams.
5. There is no significant difference in the achievement of male B.Ed. Pupil Teacher enrolled through formal and non-formal streams.

6. There is no significant difference in the achievement of female B.Ed. Pupil Teacher enrolled through Formal and Non-formal streams.

7. There is no significant difference in the Self-Concept of the Male B.Ed. pupil teachers enrolled through formal and non-formal streams.

8. There is no significant difference of the female B.Ed. Pupil Teachers enrolled through formal and non-formal streams.

9. There is no significant difference in the attitude towards teaching of male of the B.Ed. Pupil Teacher enrolled through formal and non-formal streams.

10. There is no significant difference in the attitude towards teaching of the female B.Ed. Pupil Teacher enrolled through formal and non-formal streams.
11. There is no significant difference in the human value of male B.Ed. Pupil Teacher enrolled through formal and non-formal streams.

12. There is no significant difference in the human values of female B.Ed. pupil teacher enrolled through formal and non-formal streams.

DELIMITATION OF THE STUDY

1. This study is delimited to the following variables:
   a) Achievement.
   b) Self-Concept
   c) Attitude towards teaching
   d) Human Values

2. Study is further delimited to the B.Ed. pupil teachers enrolled through formal and non-formal streams.

3. It is delimited to 500 B.Ed. pupil teachers
   250 – formal, male & female
   250 – non-formal stream, male & female.
RESEARCH DESIGN

Method Used: Normative survey method has been used.

SAMPLE

The study comprised 500 B.Ed. pupil teachers. 250 of each stream including male and female students.

TOOLS USED:

1. Achievement has been taken from the B.Ed. examinations.
2. Self-Concept scale by Dutt & Chadda has been used.
3. Attitude towards teaching scale by Dr. S.P. Ahluwalia has been used.
4. Human values scale by Dr.D.K. Diwan has been used.
CONCLUSIONS

1. The achievement of the B.Ed. Pupil Teachers of the formal stream is better than the achievement of the B.Ed. Pupil Teachers of the non-formal stream.

2. No difference between the formal and non-formal B.Ed. Pupil Teachers in respect of their self-concept has been found.

3. The attitude towards teaching of the B.Ed. Pupil Teachers of the formal stream has been found to better than its counterparts of the non-formal streams.

4. No significant difference has been found in the human values among the two streams of the B.Ed. Pupil Teachers.

5. Significant difference has been found between the achievement of formal B.Ed. male students and non formal B.Ed. male students.
6. The achievement of female formal B.Ed. Students has been found better than the B.Ed. non formal Female students.

7. The Self Concept of Male Formal Students of B.Ed. is almost the same as compare to the non formal B.Ed. male pupil teachers.

8. A significant difference has been found between the formal and non-formal female B.Ed. Pupil Teachers. The Self Concept of formal female B.Ed. Pupil Teacher is better than its counterpart.

9. The attitude towards teaching of male B.Ed. Pupil teachers enrolled through formal streams has been found better than the male B.Ed. pupils teachers of the non-formal streams.

10. The attitude toward teaching of the Female B.Ed. pupil teachers of the formal stream has been found better than the non-formal female B.Ed. teachers.
11. There is no difference in the human values of the male B.Ed. pupil teachers of the formal and non-formal streams.

12. No difference has been found in relation with human values between the formal and non-formal streams of the B.Ed. students.

SIGNIFICANT OF THE STUDY

The study is significant for the educationists, sociologists, psychologists and planners and can be used in the area of education to improve the achievement of the non-formal stream students. It will also throw adequate light for the educationists to inculcate the human values and to teach better self-concept among the teachers of the non-formal stream. Therefore, the study will help to focus the attention of the educational thinkers to improve the attitude toward teaching of the non-formal stream so that the gap between the two streams may be lessened. The
study is therefore significant to be given a practical shape to the educationists and can help to improve the process of evaluation and achievement techniques.

**SUGGESTIONS FOR FURTHER STUDY**

1. A comparative study can be of both the streams with more variables.

2. A comparative study can be done by taking the sample from two different universities who are running B.Ed. course through correspondence e.g. M.D. University, Annamalai, Kota and others.

3. A comparative study can be done to compare the achievement of B.Ed. pupil teachers of the non-formal streams with certain more variables, by taking two different universities.

4. A comparative study can be done to compare the achievement of B.Ed. pupil teachers of formal stream with non-cognitive variable by studying the two different universities.
5. A study can be done by comparing both the streams with a larger sample of rural and urban students.

6. A comparative study can be done in relation to achievement of students by taking schedule caste students of two streams.

7. A comparative study can be done in relation to achievement of students by taking backward class students of two streams.