SUMMARY
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Education being a dynamic activity, changes according to the changing needs, circumstances and aspirations of a country. The historical perspective of education reveals that it has undergone many changes from the ancient period to the present day following the informal mode, formal mode and non-formal modes of education. In the primitive society education mainly used to take place through observations, participation, casual interaction among the people through social, cultural and political activities with education as a byproduct that is, through informal mode. Due to industrial revolution and rise of the middle class society, the formal mode of education became popular as it best suited the needs of the society. This stream of education emphasises consciously organised activities to attain specific educational aims through uniform and rigid programmes bound by time and place constraints. In this system, the child, the teacher, the school environment, methods of teaching, curriculum, time table, class-room interaction, all are formal in nature. The learning strategies became increasingly book centred or subject centred, which seem to characterize many formal educational programmes even today.
In between the two streams, informal and formal lies the non-formal stream, which has emerged essentially as a reaction of rigidity and inflexibility of the formal system. This is an organised system, which is flexible in nature, suited to the needs and problems of the specific groups of the individuals. It helps the learners to perform effectively, the changing roles in a changing society with the changing timings. The programmes of both formal and non-formal education are objective based. The main objective of formal education is to meet the requirements of the various roles to be performed in the society, while the objective of non-formal education is to add or improve upon the knowledge, skills and attitudes of an individual, so that he may be able to enrich the quality of life. Harbison (1973) says, "In most countries, formal education connotes age-specific, full-time class room attendance in a linear graded system geared to certificates, diplomas, degrees or other formal credentials. In contrast, non-formal education which is probably best defined as skill and knowledge generation taking place outside the formal schooling system is a heterogenous conglomeration of unstandardised and seemingly unrelated activities aimed at a wide variety of goals."
It has been observed that the parents and students wanted some relief and freedom from the rigid rules and functioning of the schools. Formal system of education is traditional, where the child has to stay for a certain period of time under rigid rules and regulations as a compulsion for a specific attendance in the class. Although the child is not interested to stay in the school for such a long time, yet he has to stay because he has to observe the timings and the discipline of the school. Dr. S. Peppin of I.G.N.O.U. has very rightly remarked that education should change according to the needs of the people and it should not change according to the technology and says further "education must become pupil oriented instead of being merely technology oriented." Most of the ills of our education can be cured by re-structuring our education, making it responsive to the needs of the society.

When industrialisation shifted productive work from family to factory and the parents after getting employment failed to look after the children, the formal education became a substitute for the parents. It made formal education popular in the fast developing societies of the world with emphasis upon more and more industrialisation. But the formal education covers only a part of individuals life and is age specific, time specific, place specific, therefore, the non-formal
education, which is a life long process, is an education from womb to tomb and is becoming the need of the fast developing societies of the world, because of explosion of knowledge universalisation of education, uncontrolled, unchecked, abundant explosion of population and the declaration of education as a Human Right by U.N.E.S.C.O., under which the Government has to make provisions for every individual to get education at all levels, ages and stages. It led the educationists, planners, economists, sociologists and philosophers to think of a stream of an education other than the formal stream to meet this challenge of the present century. Thus, emerged the non-formal mode of education, under which the education is being given at all stages for all the people of all the ages, who want to quench their thirst of knowledge at any time. Education even at the B.Ed. level is being given through the distance teaching mode under the non-formal stream to clear the back-log of the untrained teachers as B.Ed. degree is essential to teach and to learn the various skills of teaching. This degree helps the teachers to acquaint them with the latest innovations, researches to be used in the process of teaching for better inter-action and to use the latest techniques, hardware and software for effective teaching in the distance teaching modes.
The studies in relation to non-formal education have been done in the following areas:

A. Non-formal elementary education
B. Non-formal social education
C. Need survey for non-formal education
D. Non-formal education and system approach
E. Non-formal education for farmers
F. Non-formal education for women

Non-formal education studies have been done scarcely as mentioned in the 4th survey of research in education, therefore, non-formal stream needs to be studied, the area of teacher education, which is yet an unexplored territory for the researchers. Therefore, in the present study, a humble attempt has been made to establish the relationship between certain variables, that is, teaching aptitude, attitude towards teaching and reading interest in relation to the scholastic performance of the B.Ed. pupil teachers enrolled through regular and distance teaching modes. The present study is almost the first attempt to establish the relationship of the significant variables of the B.Ed. pupil teachers belonging to formal and non-formal streams. It will also help to establish not only the relationship, but also will reveal the difference between the scholastic performance, teaching aptitude, attitude and reading interest of the B.Ed. pupil teachers enrolled under the two streams. These
areas need special attention as they directly or indirectly influence the process of teaching either in the class or in the distance teaching modes. The findings of the study are likely to have a direct bearing upon the educational programmes of regular and distance teaching modes of teacher education for evaluation, imparting instructions, printed materials, use of hardware and software technology.

**STATEMENT OF THE STUDY**

A comparative study of the scholastic performance, teaching aptitude, attitude and reading interest of the B.Ed. pupil-teachers enrolled in the campus based and distance teaching modalities.

**OBJECTIVES:**

1- To compare the scholastic performance of the B.Ed. pupil-teachers of the campus based and distance teaching modalities.

2- To compare the teaching aptitude of the B.Ed. pupil teachers of the campus based and distance teaching modalities.

3- To compare the attitude of the B.Ed. pupil-teachers of the campus based and distance teaching modalities towards teaching.

4- To compare the reading interest of the B.Ed. pupil teachers of the campus based and distance teaching modalities.
5- To find out the relationship between the scholastic performance and teaching aptitude of the B.Ed. pupil teachers of the campus based mode.

6- To find out the relationship between scholastic performance and attitude towards teaching of the B.Ed. pupil-teachers of the campus based mode.

7- To find out the relationship between the scholastic performance and reading interest of the B.Ed. pupil teachers of the campus based mode.

8- To find out the relationship between the attitude towards teaching and teaching aptitude of the B.Ed. pupil-teachers of the campus based mode.

9- To find out the relationship between the attitude towards teaching and reading interest of the B.Ed. pupil-teachers of the campus based mode.

10- To find out the relationship between the teaching aptitude and reading interest of the B.Ed. pupil teachers of the campus based mode.

11- To find out the relationship between the scholastic performance and teaching aptitude of the B.Ed. pupil teachers of the distance teaching mode.

12- To find out the relationship between the scholastic performance and attitude towards teaching of the B.Ed. pupil-teachers of the distance teaching mode.

13- To find out the relationship between the scholastic performance and reading interest of the B.Ed. pupil teachers of the distance teaching mode.

14- To find out the relationship between the attitude
towards teaching and teaching aptitude of B.Ed. pupil

teachers of the distance teaching mode.

15- To find out the relationship between the attitude
towards teaching and reading interest of the B.Ed.
pupil-teachers of the distance teaching mode.

16- To find out the relationship between the teaching
aptitude and reading interest of the B.Ed. pupil

teachers of the distance teaching mode.

17- To compare the relationship of the scholastic
performance and teaching aptitude of the B.Ed. pupil
teachers of the campus based and distance teaching
modalities.

18- To compare the relationship of the scholastic
performance and attitude towards teaching of the B.Ed.
pupil-teachers of the campus based and distance teaching
modalities.

19- To compare the relationship of the scholastic
performance and reading interest of the B.Ed. pupil
teachers of the campus based and distance teaching
modalities.

20- To compare the relationship of the attitude towards
teaching and teaching aptitude of B.Ed. pupil-teachers
of the campus based and distance teaching modalities.

21- To compare the relationship of teaching aptitude and
reading interest of the B.Ed. pupil-teachers of the
campus based and distance teaching modalities.

22- To compare the relationship of attitude towards
teaching and reading interest of B.Ed. pupil-teachers
of the campus based and distance teaching modalities.

- To determine the relationship of the predictor variables to the scholastic performance of the B.Ed. pupil-teachers of the campus based and distance teaching modalities.

**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 scholastic performance of the B.Ed. pupil-teachers of the campus based and distance teaching modalities.

2- There is no significant difference in the teaching aptitude of the B.Ed. pupil-teachers of the campus based and distance teaching modalities.

3- There is no significant difference in the attitude of the B.Ed. pupil-teachers of the campus based and distance teaching modalities towards teaching.

4- There is no significant difference in the reading interest of the B.Ed. pupil-teachers of the campus based and distance teaching modalities.

5- There is no significant relationship between the scholastic performance and teaching aptitude of the B.Ed. pupil-teachers of the campus based mode.

6- The scholastic performance of the campus based mode B.Ed. pupil-teachers has no significant relation with their attitude towards teaching.
There is no significant relationship between the scholastic performance and reading interest of the B.Ed. pupil-teachers of the campus based mode.

There is no significant relationship between the attitude towards teaching and teaching aptitude of B.Ed. pupil-teachers of the campus based mode.

There is no significant relationship between the attitude towards teaching and reading interest of the B.Ed. pupil-teachers of the campus based mode.

There is no significant relationship between the teaching aptitude and reading interest of the B.Ed. pupil-teachers of the campus based mode.

There is no significant relationship between the scholastic performance and teaching aptitude of B.Ed. pupil-teachers of the distance teaching mode.

There is no significant relationship between the scholastic performance and attitude towards teaching of B.Ed. pupil-teachers of the distance teaching mode.

There is no significant relationship between the scholastic performance and reading interest of B.Ed. pupil-teachers of the distance teaching mode.

There is no significant relationship between the attitude towards teaching and teaching aptitude of B.Ed. pupil-teachers of the distance teaching mode.
There is no significant relationship between the attitude towards teaching and reading interest of the B.Ed. pupil-teachers of the distance teaching mode.

There is no significant relationship between the teaching aptitude and reading interest of the B.Ed. pupil-teachers of distance teaching mode.

There is no significant difference in the relationship of the scholastic performance and teaching aptitude of B.Ed. pupil-teachers of the campus based and distance teaching modalities.

There is no significant difference in the relationship of the scholastic performance and attitude towards teaching of the B.Ed. pupil-teachers of the campus based and distance teaching modalities.

There is no significant difference in the relationship of the scholastic performance and reading interest of the B.Ed. pupil-teachers of the campus based and distance teaching modalities.

There is no significant difference in the relationship of the attitude towards teaching and teaching aptitude of B.Ed. pupil-teachers of the campus based and distance teaching modalities.

There is no significant difference in the relationship of the teaching aptitude and reading interest of B.Ed. pupil-teachers of the campus based and distance teaching modalities.
22. There is no significant difference in the relationship of attitude towards teaching and reading interest of B.Ed. pupil-teachers of the campus based and distance teaching modalities.

**DELIMITATIONS:**

Due to paucity of time, energy and money, the study has been delimited in the following areas:

1. The researcher has included only 300 B.Ed. pupil teachers of the campus mode and 300 B.Ed. pupil teachers of the distance teaching mode. Hence, the sample consists of 600 B.Ed. pupil teachers, who were getting training through distance teaching mode and through regular colleges of M.D. University, Rohtak.

2. Distance teaching modalities have been confined to printed material and video-cassettes only.

3. The achievement of B.Ed. pupils in theory subjects only has been taken into consideration.

4. The study has been further confined to the following variables:
   Scholastic performance, Teaching aptitude,
   Attitude towards teaching, Reading Interest.

**RESEARCH METHOD**

Normative survey method has been used for the collection of data.

**SAMPLE:**

The sample consists of 600 B.Ed. pupil teachers enrolled through campus based and distance teaching modalities under M.D. University, Rohtak (300 B.Ed. pupil teachers of the campus based mode and 300 B.Ed. pupil teachers of the distance teaching mode.)
TOOLS USED:

1. Scholastic Performance Test, constructed and standardised by the researcher.

2. Teaching Aptitude Test by Dr. Jai Prakash and Dr. R.P. Srivastava.

3. Teacher Attitude Inventory by Dr. S.P. Ahluwalia.

4. Reading Interest Inventory prepared by the researcher.

USE OF STATISTICAL TECHNIQUES:

The main techniques employed for the study are C.R. Test, Pearson's product moment method for computing coefficient of co-relation and multiple co-relation and multiple regression equation. C.R. Test has been employed to test the significance of differences between mean scores of B.Ed. pupil teachers of the campus based and distance teaching modalities in their scholastic performance, teaching aptitude, attitude towards teaching and reading interest. It has also been used for testing the significance of difference between the co-relation coefficients.

Multiple regression equations for predicting the scholastic performance of B.Ed. pupil teachers of both the streams on the basis of the three independent variables teaching aptitude, attitude towards teaching and reading interest have been employed. An attempt has also been made to highlight the relative contribution of the independent variables towards the prediction of scholastic achievement of the B.Ed. pupil teachers. The direct and indirect
contributions of predictors have also been computed.

MAIN FINDINGS OF THE STUDY:

- B.Ed. pupil teachers of the campus based mode are found to be better in their scholastic performance than their counterparts B.Ed. pupil teachers of the distance teaching mode, as the mean scholastic performance score of campus based B.Ed. pupil teachers is higher than that of mean scholastic performance score of other group.

- B.Ed. pupil teachers of the two modes differ significantly from each other in their teaching aptitude as the critical ratio (4.52) is found to be significant at 0.01 level of confidence.

- More positive attitude towards teaching has been found among the campus based B.Ed. pupil teachers in comparison to the B.Ed. pupil teachers enrolled in the distance teaching mode as the mean attitude score of campus based B.Ed. pupil teachers is more than the mean attitude score of B.Ed. pupil teachers of the distance teaching mode.

- B.Ed. pupil teachers of the campus based mode have been found to possess more reading interest in comparison to B.Ed. pupil teachers of the distance teaching mode, as the mean score of reading interest of B.Ed. pupil teachers of the campus based mode is higher than the mean reading interest score of B.Ed. pupil teachers of the distance teaching mode.
A significant moderate positive relationship has been found between the scholastic performance and teaching aptitude of B.Ed. pupil teachers of the campus based mode, the coefficient of correlation between the two variables being 0.487, which is significant at 0.01 level of confidence.

A very low, positive significant relationship has been found between scholastic performance and attitude towards teaching of B.Ed. pupil teachers of the campus based mode, the coefficient of correlation between the two variables being 0.129, which is significant at .05 level of confidence.

A significant moderate positive relationship has been found between scholastic performance and reading interest of B.Ed. pupil teachers of the campus based mode, the coefficient of correlation between the two variables being 0.517, which is significant at .01 level of confidence.

A significant low positive relationship has been found between attitude towards teaching and teaching aptitude of B.Ed. pupil teachers of the campus based mode, the coefficient of correlation between the two variables being 0.190, which is significant at .01 level of confidence.

A significant low positive relationship has been found between teaching aptitude and reading interest of the
B.Ed. pupil teachers of the campus based mode, the coefficient of correlation between the two variables being 0.134, which is significant at .05 level of confidence.

- A significant low positive relationship has been found between attitude towards teaching and reading interest of B.Ed. pupil teachers of the campus based mode, as the coefficient of correlation between the two variables is found to be 0.202, which is significant at .01 level of confidence.

- A highly significant, high positive relationship has been found between scholastic performance and teaching aptitude of B.Ed. pupil teachers of the distance teaching mode as the coefficient of correlation between the two variables is found to be 0.356, which is significant at .01 level of confidence.

- A significant low positive relationship has been found between scholastic performance and attitude towards teaching of B.Ed. pupil teachers of the distance teaching mode, the coefficient of correlation between the variables being 0.291, which is significant at .01 level of confidence.

- There exists a highly significant, high positive relationship between the scholastic performance and reading interest of B.Ed. pupil teachers of the distance teaching mode, the co-efficient of correlation
between the two variables being 0.610, which is highly significant at .01 level of confidence.

A significant low positive relationship exists between the attitude towards teaching and teaching aptitude of B.Ed. pupil teachers of the distance teaching mode, as the coefficient of correlation between the two variables is 0.389, which is significant at .01 level of confidence.

There exists a significant low positive relationship between teaching aptitude and reading interest of B.Ed. pupil teachers of the distance teaching mode, the coefficient of correlation between the two variables being 0.330, which is significant at .01 level of confidence.

A significant low positive relationship exists between attitude towards teaching and reading interest of B.Ed. pupil teachers of the distance teaching mode, the coefficient of correlation between the two variables being 0.204, which is significant at .01 level of confidence.

The B.Ed. pupil teachers of campus based mode and distance teaching mode differ from each other in their extent of relationship between scholastic performance and teaching aptitude.

The B.Ed. pupil teachers of campus based mode and distance teaching mode differ significantly in their
degree of relationship between the two variables scholastic performance and attitude towards teaching, the critical ratio being 2.07, which is significant at .05 level of confidence. The degree of relationship between the two variables is more in case of distance mode B.Ed. pupil teachers.

The B.Ed. pupil teachers of the two modes have been found to differ from each other in their degree of relationship between the variables scholastic performance and reading interest on its face value, but the statistical significance is not attained as the critical ratio is found to be 1.585 only.

The B.Ed. pupil teachers of the campus based and distance teaching modalities differ significantly in their degree of relationship between teaching aptitude and attitude towards teaching, the critical ratio being 2.75, which is significant at .01 level of significance. B.Ed. pupil teachers of distance teaching mode show greater interdependence between their teaching aptitude and attitude towards teaching as compared to their counterparts B.Ed. pupil teachers of campus based mode.

The B.Ed. pupil teachers of the two modes differ significantly in their degree of relationship between teaching aptitude and reading interest as the critical ratio value is 2.56 which is significant at .05 level of confidence. The relationship between the two
variables is more intense in the case of B.Ed. pupil teachers of the distance teaching mode.

There exists no significant difference at all in the B.Ed. pupil teachers of the campus based and distance teaching modalities with regard to their relationship between the two variables attitude towards teaching and reading interest as the coefficient of correlation of two variables in both the cases is .20.

Scholastic performance of B.Ed. pupil teachers of the campus based mode has been predicted successfully on the basis of following three variables:

- Teaching Aptitude,
- Attitude towards Teaching,
- Reading Interest

49.09% of the variance in the criterion variable scholastic performance has been accounted to the above predictor variables.

The predictor variable 'reading interest" of the B.Ed. pupil teachers of the campus based mode with a contribution of 24.22% occupies the most important place in the prediction of scholastic performance as it stands at rank - I. Second, in order, is the teaching aptitude which makes a contribution of 21.09%. Attitude towards teaching is third in order to make a contribution of 3.78%. 
It is also well evident that reading interest, teaching aptitude and attitude towards teaching, all have shown more direct contribution than indirect contribution as is described below:

Reading interest - (21.95% direct and 2.27% indirect)
Teaching aptitude - (18.77% direct and 2.32% indirect)
and Attitude towards teaching (8.54% direct and -4.76% indirect)

Scholastic performance of B.Ed. pupil teachers of the distance teaching mode has been predicted successfully on the basis of following three variables:

Teaching Aptitude,
Attitude towards Teaching
Reading Interest.

41.35% of the variance in the criterion variable scholastic performance has been accounted to the above predictor variables.

Reading interest has shown more direct contribution than indirect contribution (29.32% direct and 3.71% indirect), whereas teaching aptitude has shown more indirect contribution than direct contribution (1.59% direct and 2.9% indirect, also the attitude towards teaching has shown the same pattern i.e. it has contributed more indirectly than directly (1.73% direct and 2.1% indirect).

The predictor variable, reading interest of the B.Ed. pupil teachers with a contribution of 33.03% occupies the
most important place in the prediction of scholastic performance as it stands at rank - I. Second in order, is the teaching aptitude, which makes a contribution of 4.49%. Attitude towards teaching is third in order to make a contribution of 3.83%.

EDUCATIONAL IMPLICATIONS

The present study has established the relationship between the scholastic performance, teaching aptitude, attitude towards teaching and reading interest of B.Ed. pupil-teachers, on one hand and has shown the difference between scholastic performance, teaching aptitude, attitude towards teaching and reading interest of the students of the two streams of teacher education on the other hand.

The findings of the study are of great importance to the educational thinkers, planners, administrators, demographers, teachers, psychologists and others, who are concerned with the propagation of education through formal and non-formal streams.

The study has a direct bearing upon the educational programmes of both the streams of teacher education i.e. planning, implementation and evaluation of the teacher education programmes.
The comparative perspective will guide the teacher educators, regarding the application of latest techniques and the use of hardware and software technology to improve the instructions for effective communication between the students and the teachers.

The findings of the study will guide the teacher educators to predict the scholastic performance of B.Ed. pupil-teachers of the two streams, which is considered to be a measure of effectiveness of a teacher, in terms of the variables: teaching aptitude, attitude towards teaching and reading interest.

In the area of teacher education, the study suggests that the teaching aptitude test should be applied for making admission to B.Ed. programmes more effective for judicious selection for both the streams. This will help in the selection of suitable and better pupil teachers, who will further improve the standard of education.

Reading interest contributes at number - 1 in the achievement of the B.Ed. pupil teachers of both the streams. It brings to light that reading interest is the most significant factor in improving the scholastic performance of the B.Ed. students. Therefore, more emphasis should be given to enhance the reading interest of the students at all levels of education.
In order to improve the scholastic performance of the distance mode B.Ed. pupil-teachers, library facilities, postal book-aid, better instructional material in the form of self-instructional material, video cassettes and audiocassettes etc. should be provided to them.

The reading interest of the campus based B.Ed. pupil-teachers is more than their counterparts of distance teaching mode, which is indicative of lack of reading interest among the B.Ed. distance mode students. Therefore, library facilities, books, magazines etc. should be made easily available to the B.Ed. of the distance teaching mode pupil-teachers. They should be encouraged to participate in cultural activities, like dramas, debates, poetic recitation etc. to increase their reading interest, which ultimately will help in better achievement.

Attitude towards teaching contributes positively towards scholastic performance of the B.Ed. pupil-teachers of both the streams. Change in attitude can occur due to the impact of B.Ed. training programme therefore, the programmes of education at the B.Ed. level should be structured in such a way to bring the positive change in the attitude towards teaching.

SUGGESTIONS FOR FURTHER STUDIES:

- A similar study can be conducted on a large
sample including all the colleges affiliated to M.D. University Rohtak and by taking the equal sample of B.Ed. pupil teachers enrolled through distance teaching mode.

A comparative study can be conducted by taking the formal stream of pupil teachers from the colleges affiliated to Kurukshetra University, Kurukshetra and the students of non-formal stream of the same region enrolled with the Directorate of Distance Education, M.D. University, Rohtak.

A comparative study can be conducted by taking the sample of B.Ed. pupil teachers from the two universities imparting education through distance teaching mode i.e. M.D. University, Rohtak and Annamalai University, Annamalai Nagar, Madras.

A national survey research at the national level can be conducted to find out the various problems faced by the B.Ed. pupil teachers enrolled through non-formal stream of education and to suggest the remedial measures for the improvement of the standard of distance teaching modalities.

A comparative study of the scholastic performance, teaching aptitude, attitude towards teaching and the reading habits of the B.Ed. pupil teachers of the campus based and distance teaching modalities can be done.
- A comparative study of scholastic performance, intelligence, personality traits, attitude towards teaching of B.Ed. pupil teachers enrolled in the campus and off the campus mode can be done.

- A comparative study can be conducted among the B.Ed. pupil teachers of the two streams to see their intelligence, level of aspiration and level of achievement.

- A comparative study can be conducted between the two streams of B.Ed. pupil teachers to find out cost analysis and total expenditure.

- A study can also be conducted to see the effect of participation of B.Ed. pupil teachers of distance teaching mode, in teaching (simulated teaching and teaching in actual situations) upon the scholastic achievement in theory and practicals separately.

- A comparative study can be done to see the effect of techniques used in imparting instructions to the B.Ed. pupil teachers of the two streams in relation to their achievement.