CHAPTER-I
INTRODUCTION
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Education is a dynamic process. It goes on changing 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 primitive age to the present day. Informal mode of education was being observed in the society in the ancient times as all the learning used to take place through observation and participation. This informal approach involves casual interaction among the people through social, cultural and political activities with education as a by-product. Due to the industrial revolution and rise of middle class, the formal approach to education became popular as it best suited the needs of the society. This approach emphasises consciously organised activities to attain specific educational aims through uniform and rigid programmes bound by time and place constraints. In between the two extremes i.e. formal and informal stream, lies the non-formal stream, which requires an organised system and is of flexible nature, suited to the needs and problems of the specific group of individuals. It helps the learners to effectively perform the changing roles in a changing society from time to time. 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, skill and attitude of an individual so that he may be able to enhance the quality of life.

However, it is also possible that the same educational situation may involve more than one approach namely informal, formal and non-formal.

1.1. FORMAL STREAM OF EDUCATION:

(i) Concept:

The formal education is a deliberately and consciously planned process to modify the behaviour of the individual with a particular aim. Everything in this system of education is pre-determined and well planned in advance e.g. the curriculum, methods of teaching, the time table, methods of evaluation, rules and regulations etc. It comprises direct schooling and tuition for the students of a particular age group. It is not a life long process. It is not an education from womb to tomb, from birth to death, but it covers only a part of individual's life.

(ii) Need for Formal System of Education:

This system, in which education is systematically organised and institutionalised developed at a particular state of social development, when division of labour became
a necessity. It developed as a special institution to perform several categories of social activities. For example, with the development of knowledge and skill, their preservation, promotion and diffusion could not be managed either through informal or non-formal channels of education. Therefore, special groups of teachers and formal schools, colleges and universities were organised. Thus, the school as a social institution developed in the human society.

When industrialisation shifted productive work from family to factory, the parents remained away from family and failed to look after their children. As a result of which, formal education developed to become a substitute of the parents. Besides, industrial societies demanded certain types of specific knowledge and skills, which other systems of education failed to fulfil. Also, school system became indispensable for modern society, when people got remunerative employment after completing their formal education.

Thus, the formal system of education became more and more popular in the fast developing societies of the world.

But, oh base fortune, there is a point, to which one reaches, one stumbles head down long and the same thing is going to happen with the formal system of education.
1.2 - NON-FORMAL STREAM OF EDUCATION:

(i) Need for Non-Formal System of Education:

A revolution in the form of de-schooling society as advocated by Prof. Ivan D. Ellich has started recently in the Western countries. Ivan D. Ellich, the originator of the concept of de-schooling society, Alternatives in Education and Learning Webs, was against schooling, its rigidity, time table, certification, teachers, routine class room teaching, percentage of attendance, standardisation and earning of degrees without deep knowledge. Prof. Ellich was of the opinion, nothing can be learnt in the four walls of the school, but everything can be learnt in the school of life.

UNESCO, a cultural wing of UNO has declared education as a "Human Right" and the governments of the various countries of the world have to provide education to all, to follow this directive of the UNESCO. It has to be followed as a right of the people. As we have the fundamental rights, in the same way 'Education as a Human Right' has emerged. It is the right of the people living in the country to get education and the government of that country has to provide and to make arrangement for the education of the people living in that country. In order to achieve the aim of 'Education as a Human Right', universalisation of education has been recommended for the age group 6 to 14.
years as a first step in this direction. There are many cases of drop-outs, so primary education needs special attention of the planners, educationists and sociologists.

Modern age is termed as the age of explosion of population, opportunities and knowledge. The unchecked, uncontrolled and abundant growth of population make the necessity of education more essential for all to understand and to meet the challenges of explosion of population. The ever increasing need for education cannot be met by the formal system of education, as it helps to impart education to a limited population and we are in need of education for the entire population. The adoption of democratic form of government in most of the world nations, also led to the dire need of providing education to the masses, to exercise their adult franchise without any consideration of caste, creed, sex, lingualism and regionalism etc. Democratic form of government provides fundamental rights and privileges to the people. All these factors combined together i.e. rigidity and traditional formal system of education, declaration of education as a human right by UNESCO, universal, free, compulsory educational provision for the age group 6 to 14 years for the primary education, uncontrolled explosion of population, explosion of knowledge, expansion and popularity of the democratic forms of governments and democratic ideology among the world nations, led to the
significance and adoption of nonformal system of education, in which there is provision of imparting education without face to face interaction among the masses at far off areas popularly known as 'Distance Education' through distance delivery methods.

The advancement of modern scientific and technological devices have made non-formal educational system easier to reach the door steps of the distance learners and the masses. Hence, non-formal system of education is gaining momentum 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 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 popularly known as 'Distance Education'. There is no one meaning of the term '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.

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. Lately, some of the institutes/universities engaged in 'correspondence education' have designated themselves as 'Distance Education' and 'Open University Systems'. 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: (i) the presence of more industrialised features than in
conventional or oral education; and (ii) privatisation of institutional learning. 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 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, TV 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 to 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 Pt. 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. The four referents are:

i) Spatial
ii) Temporal
iii) Procedural
iv) Normative

i) **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.

ii) 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.

iii) 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.

iv) 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 terms '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.

1.3 DISTANCE EDUCATION - WORLD PERSPECTIVE:

The distance education unlike the conventional education, in its backdrop and historical perspective has a unique grounding in the modern world of science and technology all over the world as a result of the advent of technological revolution.

(i) United Kingdom:

The creation of the Open University, in 1969 in United Kingdom, using correspondence, radio and TV was a major breakthrough in the field of education. It was the first time to unite them in a major national distance learning system, combined in an autonomous university structure.
The first Open University called 'University of Air' was established in Great Britain in 1969 to provide educational opportunities to the greatest number of people as a basic individual right to higher education. It was also a necessity of the modern technological society. It is the Open University, London, which has caught the imagination of many a planners in developing countries. The idea of a 'University in the Air' a home study university using the broadcasting media as an integral part of the teaching system was first mooted by Mr. Harold Wilson, Leader of the Opposition in Britain, in a speech in Glasgow in 1963. This dream of Mr. Wilson came true in 1969, when the Report of the Planning Committee was finalised in early 1969. On 23rd July, 1969, the Open University in UK was established at Walton Hall, Milton Keynes with the active cooperation of Janne Lee, the then Education Minister in the Cabinet of Prime Minister, Mr. Harold Wilson.

The University didn't insist on any formal academic entrance qualifications for its degree courses, thus serving its title. 'First come, first served' was the basis for admission. It made the education available to everyone at their door steps irrespective of age, geographical location, domestic or work ties.

However, this open entry is restricted to people over the age of twenty one by providing education to all adults,
who could not continue their studies and who could reasonably be expected to acquire new skills and qualifications by working part time at homes.

(ii) Germany

When faced with the problem of too many students and limited capacity of the then existing universities in the Federal Republic of Germany, the move towards the establishment of distance education system began in Germany. As a result of this 'The Fern University' was established by an act of Parliament of the state of North Rhine West Phalia in November, 1974. It has been set up with a view to:

(a) increase the enrolment capacity of German Universities.

(b) develop a system of academic continuing education, and;

(c) support the reform of university teaching in post-secondary education.

Unlike the British Open University and a few others, the 'Fern Universitat' requires a formal university entrance qualification, before enrolling students in degree programme. However, its continuing education courses are meant for those, who are unable to attend the traditional university. Such students are registered as 'guest
students' and they can choose any course or course combination of the course programme they want to study. Besides many certificate and master degree courses, the university also offers several non degree course programmes for further education e.g. teacher training for the handicapped, teacher training for music education, teacher training for teaching law in schools etc.

While the print material, forms he basis of most of the courses, it is sometimes supplemented by audio cassettes, video tapes, slides or home kits.

(iii) **Netherlands:**

Of the four Open Universities in Western Europe, the British Open University, Fern University in West Germany, the Spanish Universidad National de Education a Distancia (Legally Founded by an Act on 18th August, 1972) and the Netherland's Open University, the Netherland's open University offers the best promise in terms of our definition of openness. The other three are already established and producing a considerable number of graduates in recent times.

The Netherland's Open University established on 18th August, 1972 is striving to be truly open.
1. Every applicant over the age of eighteen is admitted irrespective of educational qualification and attainments.

2. There is no predetermined programme of study, the student being the one to determine the combination of courses which he sees as the most suited to the degree or diploma he seeks.

(iv) China

China is a country where spread of education on mass scale level is a must. In China, in the sprint of 1978, the state council approved a plan to set up a national radio and television university, and 'The Central Radio and Television University (CRTVU)' was formally established in February, 1979 after several months of preparation, popularly known as Dianda, short for Dianshe Daxue or Television University. Since then, there have been four intakes of over one million students enrolled as registered students admitted on the basis of a nation vide written examination. The National Radio and Television network of higher education has formed a complete system throughout the country. It consists of the 'Television University Organisational structure' at four different levels: the Central Radio and Television University, Radio and Television Universities in the Provinces, Municipalities and autonomous regions, over
540 branch schools; and 'grass roots' classes run by factories, mines, shops etc. at the lowest level work in various enterprises - institutions and organisations throughout China.

The method of communication is more or less classroom style, though on the screen. The China Radio and Television University (CRTVU) proposes to take the camera to relevant field of action and make the teaching more interesting. The China Radio and Television University (CRTVU) has prepared special text books which the students use, but there is no feedback from the students either through letters or response sheets.

(v) Sri Lanka:

Sri Lanka, by its Act 16 of 1978, established its first Open University in Colombo which opened its doors in 1979. The main objectives of the University is to upgrade those who are presently employed. However, students who have not entered the conventional universities are able to obtain another avenue of higher education, together with those who wish to pursue courses of study for gaining knowledge for personal development.

Though modelled on the British Open University, it has developed in new and important directions, the most important of which is its excursion into retaining education
and distance education. In addition to offering traditional degree programmes by means of distance education and through regional centres, a large measure of control of distance education in that country has been handed over by the Ministry of Education to the Open University.

(vi) Thailand:

Thailand is a developing country with a population of over 50 million. In the mid-twentieth century the number of students who were unable to pass the entrance to the National Universities was increasing, due to limitation of seats. Also, the National Universities and institutions of higher learning, which were expected to provide skilled manpower for government services as well as to others, were neither in a position to meet the increasing demands for higher education nor the requirements of trained and skilled man power.

To help the government to solve the problem, in 1969, a group of representatives led by the late Mr. Pramual Kullamart proposed an act to establish a new university, Ram Khamhaeng. The said act was granted by His Majesty the King and was published in the Royal Gazette on March 2, 1971. Consequently 'Ram Khamhaeng University' was established and began to work in the academic year of 1971. After a decade Ram Khamhaeng developed from an open admission university to an open university and handles both on campus and off campus
students.

The main aim of this university was to make education accessible to those who could not have access to it in the conventional system because of financial, geographical and economic reasons. The University adopted an open admission policy in which attendance was not insisted upon. Over the years, the university expanded its activities and it now has more than one lakh students on its rolls. Still, the increasing demands for educational opportunities could not be met. There was, thus, a need to supplement educational opportunities for higher education for people living in distant and remote rural areas. This led the government to commit itself to democratise education, to compensate for the missed opportunities and to meet the desire of the people to improve themselves without leaving their jobs or homes. It was in this context that a distance education university in Thailand was recommended by a Committee appointed by the government. It was on 5th September, 1978, when 'Sukhothai Thammathirat Open University' was established in Thailand by a Royal charter. It holds the principle of life long education; aims at improving the quality of life of the general public; seeks to increase the educational qualifications of working people and strives to expand educational opportunities for secondary school graduates in response to the needs of individuals and
(vii) Pakistan:

'The Allama Iqbal Open University' (AIOU) of Pakistan is a unique distance teaching institution which came into existence in June, 1974. Besides being the oldest in South Asia, the university has several novel and interesting features.

It is the only open university in the world which runs a variety of programmes from the lowest to the highest level. Generally, open universities are concerned with higher education at the graduate level. The AIOU is an exception and has earned the reputation of a unique distance education institution by offering a wide range of courses of different levels, lengths and types. It runs a number of programmes in teacher education and vocational education sponsored by the government. Besides, Arabic and Islamic studies are promoted by the university, certain compulsory courses on Islamiat are run on the direction of the President of the country.

Unlike many open universities, the AIOU had undertaken a variety of projects sponsored and funded by different national and international agencies. It provides residential programmes and organises research through a specially set up agency to raise Islamic consciousness among
Muslims in South Asia. Its programmes are a blend of religious studies and modern areas such as business administration, mass communication and information science.

The AIOU is broadly modelled on the British Open University with the active support of the latter. It has made a great impact on the educational scene of Pakistan. Its contribution to the educational development of the country has been considerable and well recognised. The major programmes of the university in the area of teacher education are:

1. Primary Teachers' Orientation Course (PTOC)
2. Primary Teachers' Certificate (PTC)
3. Certificate of Teaching (CT)
4. Arabic Teachers' Orientation Course.

Besides the above five programmes, the university provides intensive training to key educational planners and managers in the Ministry/Department of Education.

The Allama Iqbal Open University is probably the only open university which runs a variety of non-conventional short term functional courses for the benefit of farmers and other sections of the rural population.
The University co-operates and collaborates with a number of national and international agencies. It supplements, supports and reinforces extension service provided by a number of provincial and federal government agencies in Pakistan.

(viii) Canada:

'Athabasca University', Canada's Open University, was established in December, 1972 with the prime purpose of providing study programmes in Arts and Science leading to an undergraduate degree and for the application of the technology and new procedures to improve educational opportunities for adults generally. The University was established with the prime purpose of increasing educational opportunities for all adult Canadians regardless of their geographical situation and prior academic qualifications. Athabasca University is committed to excellence in teaching, research, scholarship and to serve the general public. It provides equality of opportunity, access to all adult Canadians for learning by reviewing all traditional barriers and restrictions for access to university level. The entrance requirement for the university is that student should be of 18 years age or older and should be the resident of Canada. The University provides special tutorial counselling and sports service facilities for the
student learning. The Open University takes care of the disadvantaged group also. Continuous review of the content and delivery mechanism is also done.

(ix) Indonesia:

Due to the growing need for higher education, 'The Universitas Terbuka' was established in Indonesia in the year 1984 with the sole purpose of expanding education, improving the quality of education and making education more relevant to the national development needs.

The term 'Terbuka (Open)' has several meanings:

1. Open for everybody, every senior high school graduate, regardless of age or year of high school certificate.

2. Open to study, not restricted to lecture rooms, place and time schedule etc. The term open can be asserted with open school, open learning, open education, distance school, correspondence learning and correspondence education.

The main characteristics of this university are found to be that during the year 1984-85 there were eighty percent working people and twenty percent non-working people, married forty six per cent and single fifty four per cent. Besides having academic programmes, the university started
the most needed programmes. For example, family welfare, health and sports, population and environmental studies, nursing teaching and non-formal education etc.

(x) Japan:

'The Japanese University of the Air' was established in the year 1985 with the sole aims:

1. to provide life long university level education to the working people and to the house wives.
2. to provide university level education which is open to all High School graduates.
3. to make full use of the latest knowledge and educational technology in offering a system of higher education which meets the temporary needs and to provide co-operation with the existing universities in Japan.

The increasing population and also to provide opportunities for higher education to those who had to leave education and could not go to the university for geographical, economic or other reasons. The University of AIR in Japan has transmission facilities and sufficient number of academic staff. There are six study centres set up for schooling, academic counselling and library use and
these centres also have educational personnel and secretariat staff. The University offers a total of about 270 courses out of which 106 are being currently broadcasted. The lectures are broadcasted over the Radio or the Television. Guidance is provided through correspondence and classes at the study centres. All the lectures broadcast are accompanied by text books and a text book has about 100 pages. The University of AIR in Japan is likely to have a great influence on improvement of education especially higher education.

(xi) Republic of Korea:

'The Korea Air and Correspondence University' was established in the year 1980 for providing educational opportunities to the growing population or secondary school graduates as a part of the concept of life long education for all citizens at any point in their life time. The adult population of Korea wanted education as a means of learning to cope with the changing needs of the society, to improve their working status, to resume an interrupted schooling and this adult student group find further education possible only when they are allowed to study at their own pace. Distance education is the only alternative to meet the growing needs of this adult population group. In addition to that compulsory pre-middle school education has been
extended in Korea. This also leads to more students moving on to high school and by bringing more competition for entrance to higher education. To promote life long education it is thought that every citizen has the right to enjoy an equal opportunity for education, according to his ability.

The university offers higher education suitable for new age, because of its ability to adapt the latest mass-media techniques for teaching. Although the distance education in Korea has achieved an impressive quantitative growth yet it needs qualitative improvement also, with the use of the latest mass-media techniques.

1.4 - DISTANCE EDUCATION - INDIAN PERSPECTIVE

The greatest development and growth of Open universities all over the world had its impact in India also in the field of Open Education. In India, the inception of distance education took place in the early sixties. For the first time correspondence education for undergraduate students was started as a pilot project in the University of Delhi in 1962. Later on many universities had and have been introducing this system for providing education at the graduate and post graduate levels with a number of diploma and certificate courses. Today 31 universities have been providing courses through distance
education modes and eleven per cent of the total enrolment at higher education is with the institutions providing education through correspondence. The development of distance education in India can be divided into three stages.

(i) Pre-take off Stage:

This stage coincided with the development of Distance Education during the decade 1960-1970. In July, 1962, in pursuance of the recommendations of the expert committee under the Chairmanship of Professor D.S. Kothari, Chairman, University Grants Commission, University of Delhi made an important landmark in the history of education in India by starting correspondence courses under a body called Directorate of Correspondence Courses and Continuing Education. It was felt that such an arrangement would equalise educational opportunities apart from providing education effectively and economically. Under Delhi University with jurisdiction all over the country, the syllabus, examination and also the university degree for the correspondence courses students are exactly the same as for their counterpart in the regular colleges of Delhi University. The minimum eligibility condition for entrance is that one must have passed the ten plus two examination of Delhi Board or an equivalent
examination. The correspondence material is supplemented by radio broadcasts and telecasts by 'Delhi Doordarshan' organised by a special cell within it, known as 'University of Air'. Even at the end of first year, it was observed that the examination performance of the correspondence course students compared favourably with that of the regular colleges. The successful experience of Delhi University in conducting this pilot project, bearing excellent results set in motion, the other universities thinking in the direction of introducing correspondence courses in their respective universities at different levels. The Punjabi University in Patiala was the second university in India to offer these courses from the year 1968. Then came in the field Meerut University (1969) and also Mysore University, Karnataka (1969). Thus, during the period from 1960 - 1970 correspondence courses were started in four Indian Universities as pilot projects for undergraduate courses and the success of these projects revealed the growing roots of distance education in the Indian soil.

(ii) Take-off Stage:

This stage resulted into the implementation of correspondence education in nineteen Indian Universities and at the same time being extended to the post graduate
level with some certificate and diploma courses in various vocational disciplines. The development of distance education during the time period (1970-80) has been considered to comprise this stage.

Punjab and Himachal Pradesh (1971), Andhra and Sri Venkateshwara (1972), Central Institute of English and Foreign Languages (1973), Patna (1974), Bhopal, Utkal and Bombay (1975), Madurai Kamraj, Jammu Kashmir and Rajasthan (1976), Osmania and Kerala (1977), Allahabad and SNDT (Women's) University, Bombay (1978), Annamalai and Udaipur (1979) were the other Universities that introduced correspondence courses as an alternative technique of education.

(iii) Drive Towards Growth:

In 1986, 38 Universities started offering educational facilities through correspondence courses. During the last two decades, they have been able to provide educational opportunities to many. But not much has been done to strengthen and improve them during this period.

Perhaps, today India has the largest distance education system in the world, both in terms of the number of institutes and student population.
As the development of distance/correspondence education was geared around the formal education at universities, these institutes suffered and are suffering from several limitations:

1. They are treated as appendages to the conventional universities. They do not have freedom either in designing their courses or in incurring expenditure. Decision making is totally in the hands of others.

2. Their courses, regulations regarding entry examinations etc. are the same as those stipulated for regular students. They have been awarded the same degree and mark sheets as in the case of regular students of those universities. Their courses suffer from the same rigidities as those of the courses designed for regular students.

3. In most institutes, the only method of instruction is through correspondence material.

4. The academicians and administrators of the conventional system treat the correspondence education as a second class system.
Because of these limitations, the system could not be effective and has remained a weak partner in the development of higher education in the country.

The establishment of Andhra Pradesh Open University in the year of 1982 has been a revolutionary step in the development of distance education in India. For the first time, it started as an autonomous organisation freeing the system of distance education from the control of traditional universities in terms of content of courses, the direction, the examinations and many other similar aspects. It has been modelled on the lines of the Open University of Great Britain (UK).

The need of such institutions for distance education that would enhance the importance and development of distance education has been felt at the national level. As a result of this, Government of India has established Indira Gandhi National Open University in New Delhi in September, 1985.

Indira Gandhi National Open University bill was passed by both the Houses of Parliament in August, 1985. Thus, the idea of a National Open University initiated in 1970, became a reality in 1985.

In August, 1983, New Delhi also launched an Open
School Scheme to answer the long felt need of non-formal secondary education in India.

The establishment of Open School, Andhra Pradesh Open University, Indira Gandhi National Open University have ushered in a new era in the history of education in India. The walls of the formal system of education have been broken and India would soon be on the world map of literacy. Many new degree, certificate courses are being started under the purview of distance education and even the first degree course in the field of education popularly known as Bachelor of Education/Teacher Training Course has also been started by many Universities.

At the initial stage, the Indira Gandhi National Open University started Diploma in Distance Education and Diploma in Business Management, but at present a large number of programmes are being run by IGNOU. Bachelor Degree Course in Arts and Commerce is open to both the streams of students non-formal system students (who do not have any formal qualifications) and formal stream students (who have passed the 10+2 examinations). In addition to this the courses which have recently been started are Diploma in Information and Library Science, Diploma in Management, Advanced Diploma in Management, Diploma in Human Resource Development, Diploma in Financial
Management, Diploma in Marketing Management, Diploma in Creative Writing in English. Certificate in Food Nutrition and Certificate in Rural Development have also been started and the minimum age requirement is 20 years or more. The university is also designing certain courses such as Diploma in Computer Application, Health Education, Adult Education and special programmes to meet the requirements of defence personnel.

IGNOU has a separate legal existence and enjoys autonomy like other formal systems. It is expected that this University will not only function as an Open University, but also perform leadership role in the area of distance education. This establishment is an important landmark in the development of higher, professional, functional education in the country.

In 1987, the Kota Open University was established with a view to provide, an effective alternative to the present conventional system of higher education. The university desires to be conceived of as a truly performing vehicle of socio-cultural transformation to create a learning
society. It has initiated necessary measures for imparting vocational, professional, scientific and technical education through modes of open learning.

Two more open universities, one at Nalanda in Bihar and the other at Nasik in Maharashtra have been established. In the year 1988, Maharshi Dayanand University, Rohtak had started imparting teacher education through correspondence mode. With this it can be said that the open learning system now covers the whole of India. It is in this context that research in distance education and the prioritisation of the issue in the area become important.

1.5 TEACHER EDUCATION:

Teacher occupies a place of vital importance in any system of education. It is the teacher, around whom the whole system of education revolves.

A teacher is to hold a great responsibility of nation building. He is to enlighten the path of new generation. He is to lead the children from the darkness of ignorance to the light of knowledge.
The teacher's place in society is of great importance. He acts as the point for the transmission of intellectual tradition and technical skills from generation to generation and helps to keep the lamp of curriculum burning.

However, impressive a school building may be, the teaching materials and teaching methods may be progressively and scientifically evolved, but without efficient and devoted teachers, everything will reduce to nothingness.

In the words of Prof. Humayun Kabir, "Without good teachers even the best of system is bound to fail. With good teachers even the defects of a system can be largely overcome."

But a teacher can never be a good teacher, unless he performs his work efficiently and is provided with the best possible professional education.

A teacher is to take up constructive leadership to re-orientate education to meet national needs. He is not only to preserve, interpret but also to bring about social change according to changing needs, circumstances and aspirations of the country. A good teacher is that, who brings changes in his outlook, values, philosophy of life
and educational philosophy according to changing needs of the nation and acts according to the aims of education, which again are derived from the polity of the country.

(i) Importance of Teacher Education:

Teacher education is the programme of courses for preparing a person for teaching and other educational services. It helps in the growth of competence of teachers and qualifies them to take the responsibility of educational profession. Teacher education helps the teacher to understand the child, to know the maxims of teaching, to motivate the learner and to make the lesson interesting, comprehensive, effective and easy to be understood by the children.

How the teacher handles his pupils, overcomes their learning difficulties teacher's interests, ideas, ideals, reading interest, aptitude and attitude towards teaching are the factors which contribute to his effective interaction in the class.

The role of the teacher has long been recognised as central to the delivery as well as to the quality of education. The research evidence show the positive effects of teacher training on teacher's performance and student's achievement. This is more true at the
elementary stage, particularly in rural areas, where a majority of the students do not receive academic support for education at home. The teacher is the pivot of educational system as he/she is directly responsible for implementing new educational programmes from time to time.

(iii) The Main Aims of the B.Ed. Course:

1. To develop competence to teach at least two subjects on the basis of the accepted principles of learning and teaching.

2. To develop skills for continuously evaluating pupil growth.

3. To develop understanding, interest, attitudes and skills among the pupil teachers, for which the teacher should have himself a positive attitude towards teaching)aptitude for teaching, reading interest and the skills required for becoming an effective forceful teacher.

4. To develop competence to act not only as a leader of the children, but also as a guide of the community.
1.6 FORMAL STREAM OF TEACHER EDUCATION

The undergraduate level programme (Bachelor's Degree in Education) is now offered in 87 Universities in India.

The B.Ed. programme is offered in majority of the universities. The BT degree programme is offered only in four universities, University of Kalyani, Guwahati, Manipur and Dibrugarh and the B.A. B.Ed. programme in two universities. A few other universities offer different courses. In Nagpur University, B.Ed. General, Basic and Non-Basic B.Ed. Science programmes are offered. Dakshina Bharat Hindi Prachar Sabha awards B.Ed./Sikshan snathak. This course is being conducted at B.Ed. colleges at Ernakulam, Bangalore and Hyderabad.

The duration of the course is one year in all the universities except in three cases. In Sagar University and Jadavpur University the duration of the course is one and a half years. The Shivaji University offers B.A. B.Ed. programme of four years duration. In Regional Colleges of Education, a four year integrated course of B.A./B.Sc. and B.Ed is offered. In some universities like Berhampur & Gorakhpur universities a plus three B.A. in
Education has been started in 1985.

The B.Ed. programme is offered as a regular course in all the universities and in nine universities, the correspondence course for B.Ed. is also conducted.

1.7 - NON-FORMAL STREAM OF TEACHER EDUCATION:

In India, though distance education has been in vogue for the last more than 25 years, yet it is confined mostly to the literacy level (higher education) and offers conventional courses and degrees. There is neither adequate diversification of courses nor there is any significant attempt to tackle some of the critical problems in the Indian Education System. At least three such problems are related to quantity, quality and relevance. These three dimensions are also equally true in the case of Teacher Education.

Teacher Education is an important area, for which many of the third world countries, both in Africa and Asia, have found distance education as an effective approach.

Many of the newly independent African countries have scarcity of trained teachers necessary for expanding educational facilities in order to democratise educational opportunities for all. Therefore, countries like Tanzania, Nigeria, Kenya, etc. have offered teachers' training
through distance education. Asian countries like Pakistan, Bangladesh, Sri Lanka, Thailand, Malaysia have adopted distance education in order to train their untrained teachers. Most of these evidences show that distance education is effective in providing teacher education.

Keeping pace with the development in other fields of knowledge, it is obvious that teacher education system needs to be able to meet the demand both quantitatively and qualitatively.

Two points of view: Magnitude of teacher requirement and the extent of untrained teachers working in the system, are very important to be taken care of.

Inspite of the fact that the post independence era has witnessed phenomenal increase in educational facilities, particularly at the school level, the availability of teacher education facilities has been slow as compared to the rate of increase of educational facilities and teachers' requirements.

If we want to achieve the new directive of universal elementary education by 1995, it will not be possible for the existing training system to step up its output to adequately meet the new training demand.
Expanding the training facilities may be one of the solutions, but the growth and functioning of training institutes for the last one decade shows no encouraging picture.

Secondly, establishing new institutes would have a lot of financial implications, which is an obvious resource problem. Apart from these, the teacher training institutes have failed to keep pace with the changes and developments taking place in related areas of knowledge.

The content and methodology of teacher training, have undergone very little changes for many decades in India. The quality of teacher education occupies a low level as compared to that in the developed countries. It varies widely across the states and institutes. Though for a long time the 'child-centred education' has been emphasised, the present system of teacher training is based on 'preaching model' resulting in 'teaching as he taught'. The present teacher education depends largely on the lecture method, whereas the need of the hour is to improve the process of alternative instructional designs in view of new knowledge in the field of child psychology, educational psychology, curricular upgradation etc. The conventional institutes of training could not keep pace with the changes, occurring around and are as rigid and
conventional as possible. To introduce a change in these institutes, is an intricate problem as the teacher educators need to be trained, which of course, is a gigantic task and if we take into account their number, the conventional method would not be found to be able to cope with the problem. The teacher education system operates in isolation, without considering the needs and challenges of school system.

Therefore, in the context of the emerging demand for teachers and the increasing need for suitably trained teachers, one has to search for an alternative, which is able to meet the demand particularly in the context of resource constraints.

Distance education with its unique characteristics has the potential to meet the challenges. It can extend education to large numbers. It can cover wide geographical region without time and space constraints. Though initial capital cost is high, yet the per student cost in distance education is only 15 to 20% of the cost in the formal system. It has an advantage of economics of scale. It has flexibility to diversify relevance based courses catering to individual needs with self learning pace. Besides,
1. Distance education system can draw the best experts in teacher education.

2. The use of structured instructional material would help the students to understand the use and effectiveness of the alternative instructional strategies instead of monotonous lecture method.

3. Use of multi-media packages and other supplementary materials would expose the teacher trainees to different and modern educational technologies and help them to adopt them for their classroom teaching.

4. Well organised personal contact programmes and study centres can help students to enrich their learning; they provide an opportunity to have group interaction.

In any case those, who opt for distance education, need to have high motivation to continue in the system.

The Commission on Teacher Education has suggested that teachers should be selected first, and then training should be provided to them. In this case distance education method would be more appropriate. However, those, who are from the conventional education system hardly support distance education particularly for
preservice training. The general belief is that only formal training institutes can train teachers. However, there is no evidence to show that the teachers trained through distance education are inferior to the former category in their pedagogical skills. Already many correspondence education institutes are running the B.Ed. programme through distance education. Even in the distance education practice teaching can be organised with network development.

The Joint Institute of Education comprising the United National Relief and Works Agency (UNRWA) and UNESCO successfully adopted the method of distance education for training teachers in an inservice project in the camp for Palestinian refugees in 1963. The UNRWA/UNESCO institute was one of a number of broadly similar projects started during 1960 and after, ranging from a scheme for 600 teacher trainees in Botswana to others launched in Nigeria and Tanzania for thousands of teachers needed for universal primary education.

The number and percentage of untrained teachers vary from state to state. At all India level there are about 2,81,686 lakh untrained teachers working in primary and middle stages and 72,281² at the secondary stage.
Hence, in order to clear the backlog of the untrained teachers at the primary, middle and secondary level, the progressive universities of India have planned to provide teacher education through non-formal stream, as it is not possible to enrol such a huge number of teachers for training through formal mode.

At present, two major universities of India: Annamalai University, Annamalai Nagar, Madras and Maharshi Dayanand University, Rohtak are providing teacher education programmes at the national level through non-formal mode. Kota Open University, Kota, Punjab University, Patiala and few other universities also provide teacher education through correspondence but their intake number and jurisdiction is limited.

**MAHARSHI DAYANAND UNIVERSITY, ROHTAK**

Maharshi Dayanand University, Rohtak was established for providing life-Science education primarily, but later on it was transformed into a multifaculty university providing education through formal mode. In the year 1988, M.D. University started imparting teacher education through correspondence course in order to:

- follow the recommendations of National Policy on Education - 1986, for qualitative improvement in teacher education.
- follow the recommendations of UNESCO under the concept - 'Education as a Human Right'.
- clear the backlog of untrained in-service teachers at the primary, middle and secondary levels.
- follow the concept of equality, equity and social justice in the society.

It was felt that one can't provide the necessary academic instructions through correspondence courses only, therefore, distance teaching mode is essentially better as it is student centred and is more acceptable at the national level in which we can use other media besides printed material in imparting education to the students. Therefore, M.D. University authorities established Directorate of Distance Education in the year 1993 to expand its scope and to take appropriate steps to reorient itself towards planning, developing and implementing new distance learning programmes. Moreover, it is very important to keep pace with the changing needs, circumstances, aspirations and the norms of the society.

The Directorate of Distance Education. M.D. University, Rohtak is imparting education through formal mode with the following objectives.

1. To provide through distance mode, opportunities of open education to a large section of population, especially, to
the weaker sections of the society and disadvantaged groups living in remote areas, service personnels, housewives etc. who want to either acquire new knowledge or to enrich their professional and academic career.

2. To relate the courses with the employment needs.

3. To encourage continuing and extension education in various activities of human efforts.

4. To provide flexible and open education to promote learning and excellence in all fields of knowledge.

5. To provide short term courses, in collaboration with institutions and agencies in other fields, who may provide the practical skills and Directorate providing necessary knowledge base and academic support as well as certification.

The Directorate has initiated necessary actions to develop various need based, general and employment oriented courses to cater to the needs of identified target groups, specially in-service workers and professionals in different areas, drop-outs from the formal system and disadvantaged sections of the society, who otherwise cannot avail the facilities of the full time formal education.

At present, Directorate is running two courses in the area of teacher education:

- B.Ed. for in-service teachers to help working
teachers to acquire necessary professional degree for career development and personal growth.

- M.Ed.

The other programmes, that have not been started but are in the development process are

- Certificate/Diploma courses in computer education.
- Masters Degree in Social Work.

Thus, now a days teacher education is being imparted through both the streams: Formal and Non-formal. In the present study the two streams have been compared in the following areas: Scholastic performance, teaching aptitude, attitude towards teaching and reading interest of B.Ed. pupil teachers.

1.8 SCHOLASTIC PERFORMANCE/ACADEMIC ACHIEVEMENT

The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible. This desire for a high level of achievement puts a lots of pressure on students, teachers, schools and in general on the educational system itself. In fact, it appears as if the whole system of education revolves round the academic achievement of students though various other outcomes are also expected from the
system. Thus, a lot of time and efforts of the educational institutions are used for helping students to achieve better in their scholastic endeavour.

In the present study, the terms scholastic performance and academic achievement have been used interchangeably. Scholastic performance/academic achievement refers to the degree of level of success and that of proficiency attained in some specific area concerning scholastic/academic work. It is the student's performance on cognitive tests at a level commensurate with his/her abilities and according to standards set for the class. It is a measure of what has been learnt in the academic area.

To measure what and how much pupils have learnt as a result of formal or non-formal instruction, achievement tests are used. They measure the present level of performance of individuals or groups in academic learning. Achievement test scores are used in deciding which grade a student is suitable for or what his strengths and weaknesses are. Frequently achievement tests are utilized for evaluating courses of study or efficiency of teaching and teaching methods or other educational factors.

The items used in achievement tests can be classified as either selection type items or supply type items. The selection type item presents students with a set of
possible responses from which they are to select the most appropriate answer. The supply type item requires students to create and supply their own answers. These two major categories can be used to classify the most widely used item types as follows.

**SELECTION TYPE ITEMS**

1. Multiple-choice
2. True-False
3. Matching
4. Interpretive Exercise

**SUPPLY TYPE ITEMS**

1. Short-Answer
2. Essay (Restricted response)
3. Essay (Extended response)

These categories are sometimes referred to as recognition and recall items.

For collection of data for the present study the investigator has constructed the achievement test having multiple-choice type items for measuring the scholastic performance/academic achievement of B.Ed. pupil-teachers of campus based and distance teaching modalities.

1.9 **TEACHING APTITUDE**

Aptitude is a combination of traits and abilities which result in a person’s being qualified for some type of
occupation or activity. The word aptitude is also intended to
convey the idea of a discrete, unitary characteristic which is
important, in varying degree, in a variety of occupations and
activities. Both these concepts of aptitude are important in
vocations. In general, counsellors and personnel tend to think
in terms of vocations and jobs. While Psychologists tend to
think in terms of individual differences and traits.

'Aptitude', as defined in Warren's Dictionary, is a
condition or set of characteristics regarded as symptomatic of
an individual's ability to acquire with training some
knowledge or skill or set of response, such as the ability to
speak a language, to produce music etc. This implies that an
aptitude is not necessarily an entity but rather a constellation
of entities; the set of characteristics which enables one
person to learn something may even be different from that
which enabled another person to learn the same thing.

Traxler\textsuperscript{13} says,"An aptitude is a present condition
which is indicative of an individual's potentialities for the
future". He defined it, "as a condition, a quality or set of
qualities in an individual which is indicative of the probable
extent to which he will be able to acquire under suitable
training, some knowledge, skill or composite of knowledge,
understanding and skill such as ability to contribute to art
or music, or mechanical ability, mathematical ability, or
ability to read and speak a foreign language."
In the views of Jones, "Aptitude is more than potential ability or ability expectancy. It implies fitness for the job. We call it 'success expectancy.' Basically, it includes intelligence, abilities of various kinds and personality factors necessary for success; it is dependent upon combination of all these. He further says, "An aptitude is not ability, but it helps to predict the probable development of certain abilities."

It is asserted that aptitudes are related to vocational success as intelligence is related to success in general. In general, aptitude implies more than potential abilities in performance. It involves three things:

1. Readiness to acquire proficiency in some skills, knowledge etc.
2. Ability to acquire proficiency in those skills, knowledge etc.
3. Satisfaction from above activities after acquiring them.

All the above definitions reveal the predictive nature of aptitude. It is a capacity to learn certain skills and abilities which are necessary for success in a particular area of work. Thus, the knowledge of aptitude helps us in predicting the future success or failure of an individual under suitable training or experiences in a particular field of endeavour.
When we say that a person has an aptitude for teaching, we mean that he or she has the ability or capacity to acquire proficiency in teaching under appropriate conditions or training. In other words, to become an efficient and effective teacher, a positive teaching aptitude is essential.

Anyone who wants to become a teacher needs an intellect capable of grasping not only the subject matter and its place in the curriculum but also the aims and processes of education. Assuming that the candidate is bright, that he learns readily and assimilates thoroughly what he studies, the question still remains as to the likelihood that he can also teach others. This aptitude sometimes reveals itself when classmates come to him for help. If he enjoys explaining difficult points, facts etc. and succeeds in finding ways of clarifying obscurities to make others understand them easily and they increasingly turn to him, this fact alone suggests that he probably has some aptitude for teaching.

**Implications of Aptitude for Teachers**

1. Aptitude includes both inborn capacity and the effects of environment on the individual.
2. Learning in any area is conditioned by the learner's readiness to learn.
3. A specific aptitude in the form of talent may show itself early and respond readily to training in future.
4. A person who has scholastic aptitude is considered a better teacher.
Measurement of Aptitude

Various aptitude tests have been devised to measure aptitudes of the individuals in various specific fields or activities. Generally, these tests can be classified into the following types according to the specific nature of the aptitude tested by them:

1. Mechanical Aptitude tests
2. Musical Aptitude tests
3. Art Judgement test
4. Professional Aptitude tests, i.e. tests to measure the aptitudes for the profession like teaching, clerical, medical, legal, engineering, salesmanship, research work etc.
5. Scholastic Aptitude tests i.e. tests to measure the aptitudes for different courses of instruction.

Uses of Aptitude Test:

- A test of aptitude may reveal abilities as well as skills but the significance of the test is in revealing potential abilities and skills.

- Aptitude tests can be used for the purpose of guidance in selecting subjects for studying in schools and colleges. They can be used for helping the individual to select the profession of his choice.

Aptitude tests also help the employer for selecting persons for different jobs.
Aptitude tests can be used in admitting candidates for various types of professional training as teaching, medicine, engineering etc. These tests should be used only as one source of information in a total picture.

In the present study, Teaching Aptitude Test (TAT), constructed by Dr. Jai Prakash and R.P. Srivastava is used for measuring the aptitude towards teaching profession.

1.10 ATTITUDE

What a person believes or how an individual feels is the attitude. According to Thurstone, the concept 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. He further mentions the attitude as a degree of positive or negative effect associated with some psychological object. By psychological object Thurstone means any symbol, phrase, slogan, person, institution or idea towards which people can differ with respect to positive or negative effect.

Allport defined attitude as, "a mental and neural set of readiness, exerting a directive dynamic influence upon the individual's response to all objects and situations, with which it is related. This definition reveals the following facts concerning attitude-

(a) Attitude is the mental or neural state of readiness.
(b) Attitude influences the reactions of the individual.
(c) Attitude changes the reactions of the individual.

According to K. Young, "An attitude may be defined as a learned and more or less generalised and affective tendency or predisposition to respond in a rather persistent and characteristic manner, usually positively or negatively (for or against) in reference to some situation, value, material object, or class of such objects or person or group of persons.

Newcomb says, "an individual's attitude towards something is his pre-disposition to perform, to perceive, think and feel in relation to it."

Attitude has following major characteristics:
1. Attitudes are related with 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 the creation of attitudes.
4. Attitudes are related to the person's needs and problems.

Although attitudes are described as permanent, but they do change and develop. The stability of attitude is relative.
While many factors concur to make the attitude permanent there are some factors which are continually causing change in it. And even otherwise the permanent attitude towards an object does not come into being all of a sudden but is the result of steady development. An attitude changes and develops at a slow rate and at different rates in different individuals.

The main determinants of change in attitude are:

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

Attitude towards teaching is the psychological determinant where affective experiences bring change in the attitude towards teaching.

**Measurement of Attitude**

For the professional preparation of teachers the study of attitudes held by them is very important. How a teacher performs his duty as a teacher is dependent, to a great extent on his attitudes, values, and beliefs. A positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative unfavourable attitude makes the teaching task harder, more tedious and unpleasant.

In addition a teacher's attitude not only affects his behaviour in the classroom but also influences the behaviour of
his students. Moreover effective and productive learning on the part of the pupils can be achieved by employing teachers with desirable attitudes or by shaping their attitudes in the desired direction.

Hence, it becomes important to measure the attitudes of prospective and practising teachers towards teaching profession and its allied aspects.

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

1.11 READING INTEREST

Interest is the central force that drives the whole machinery of teaching-learning process. In latin, the word "interest" means 'it matters', or 'it concerns'. Now a thing that interests us is just something that concerns us or matters to us. "Interest means making a difference. We are interested in objects because they make a difference to us & concern us."

In the views of Crow & Crow, 

"Interest may refer to the motivating force that impels us to attend to a person, a thing or an activity, or it may be the effective experience that has been stimulated by the activity itself". In other words, "Interest can be the cause of an activity and the result of participation in that activity." Interest is that
innerforce within an individual, which attracts him or retracts him from the objects, persons and activities, within his environment.

Drever\textsuperscript{20} says, "Interest is disposition in its dynamic aspect". Sawhery and Telford\textsuperscript{21} define interest as, "favourable attitude towards objects".

Interest can be most safely defined as the felt value to an end, as the feeling which accompanies special attention to some objects. It is the feeling which promotes us to spontaneous activities. It is both cognitive and affective. When we are interested in an object, we observe and study it, we want to know more about it, it gives us a feeling of satisfaction and we may act to change it or keep it unchanged. A pleasant feeling of satisfaction and a dynamic tendency to seek the object, to understand more about it and to do something with it always accompanies our interest. One's interest is also a measure of what one will do or what one can do. As a driving force, it not only helps students to acquire certain learning experiences but also colour and fashion their attitudes, aptitudes and other personality traits. It thus directs the course of their growth and development and individualizes their personalities.

Reading is the quick association of the eye movement with the words while understanding them. Reading without understanding is useless. Reading keeps a person well informed about the national and international problems and also helps
to solve socio-economic problems. It widens the range of information and broadens the outlook of life. In addition to this, reading is a source of great pleasure and recreation during leisure hours. One cannot unfold the vast treasure of knowledge unless one has the ability to read and understand the same. The entire credit and responsibility of creating interest among the students lies upon the teachers. In creating interest in reading, teachers are the main instruments of inspiring the hidden energies lying latent in the minds of the children. The beliefs, attitudes, interest, personality traits, outlook, view points, values, national and international ideas of the teachers directly influence the reading interest of the students.

Reading is the most prominent and effective tool of achieving the literacy. Reading interest of the masses would be and is unavoidable base to complete the super structure of a wise and literate nation. It is also said "Reading is the key towards world peace, progress and prosperity". The more you read, the more you feel empty. This law of diminishing utility does not stand here as it does in Economics. Here the saturation point never reaches. Reading contributes towards the personal as well as to the social development. It widens our mental horizon, relieves us from emotional tension and gives insight to solve the national and international problems. Reading tells us how to organise and appreciate and how to interpret the thought process. In order to grow academically and professionally reading is a must at all times
at all places and under all circumstances. But like so many other good qualities reading interest is to be cultivated by the teacher himself. Reading bestows upon all a third eye i.e. Knowledge. So reading must be scientifically studied in its varied aspects, for example, reading interest, motives and drives at the back of reading interest, factors influencing reading habits and interest and their effects on attitudes, beliefs and actions of the literates. There is a dire need for creating reading interest for better achievement among the students by the teachers. Just as the teacher, so is the student. Here the teacher is the sole proprietor and children are his investment. Therefore, there is a dire need to study what the teacher likes and dislikes to read for the development of his personality and of the children. Interest is said to be contagious, so if not for any other reason, the reading interest of the teacher is just to be formed up that knowledge will help the students to develop their interest in reading which is one of the most important skills, education can teach the people. The main aim of diagnosing the reading interest of the teachers is to know why he reads, what he can read, what does he read, how does he read, what his defects are, what is preventing him for maintaining his reading potentialities in order to fulfil objectives of the teaching as stated in the report of the University Education Commission. In reading for enjoyment, we probably crave to find an outlet for those latent interests. In this study, Reading
Interest Inventory has been constructed and standardised by the researcher to measure the reading interest of the B.Ed. pupil teachers.

1.12 **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.

1.13 **VARIABLES INVOLVED IN THE STUDY:**

The following variables have been involved in the present comparative study:

- **Independent Variables**
  1. Teaching aptitude
  2. Attitude towards teaching
  3. Reading interest

- **Dependent Variable**
  1. Scholastic performance

1.14 **OPERATIONAL DEFINITIONS OF THE TERMS USED IN THE STUDY**

1. **SCHOLASTIC PERFORMANCE**

The term scholastic performance refers to the scholastic or academic achievement of the students measured in terms of marks obtained by him/her in the achievement test. In the present study the terms Scholastic Performance and Academic Achievement have been used interchangeably.
2. **TEACHING APTITUDE**

   It is a measure of probabilities of success of an individual with training in certain types of situations.

3. **ATTITUDE**

   Attitude refers to the favourable or unfavourable reactions towards teaching.

4. **READING INTEREST**

   Reading interest implies the interest of the persons to read more and more varieties of reading material, concentrate on reading to retain more and to make reading as a pleasure pursuit.

5. **B.Ed. PUPIL-TEACHERS**

   The term 'B.Ed. pupil-teachers' refers to the students of B.Ed. programme enrolled in the formal and non-formal stream of education.

6. **CAMPUS BASED MODE**

   By this the researcher means the formal stream of education.

7. **DISTANCE TEACHING MODE**

   It refers to non-formal stream of education.
1.15 **RATIONAL OF THE STUDY**

Analysis of various research reports, available indicated that a large number of researches have been undertaken in various areas except in the area of non-formal education, where relatively small number of studies have been conducted. This area of non-formal education has gained momentum only recently and almost negligible studies have been done with a view to have the comparative perspective of the B.Ed. pupil-teachers enrolled with the formal and non-formal streams, with the variables: scholastic performance, teaching aptitude, attitude towards teaching and especially reading interest.

Dr. Buch in the 'Third Survey of Research in Education (1986)' has recommended that studies in the area of academic achievement (scholastic performance) are worth undertaking. Therefore, the researcher was encouraged to undertake the study in this area of scholastic performance in relation to teaching aptitude, attitude towards teaching & reading interest. The study will present a comparative picture of the two streams imparting teacher education through regular and distance teaching mode in relation to the variables: scholastic performance, teaching aptitude, attitude towards teaching and reading interest. It will establish the relationship among these variables. It will also guide how the prediction can be made about the contribution of these variables towards scholastic performance, which is an area to
break afresh and is of great interest to all concerned with the process of education. The study is also likely to provide guidance to the educational planners to improve the areas, where immediate attention is required, which influence the process of teaching – learning either in the class or in distance teaching mode.

Hence, the researcher took this novel study to explore the new territory yet unknown to the researchers.

1.16 **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 teaching aptitude and reading interest of the B.Ed. pupil-teachers of the campus based mode.

10. To find out the relationship between the attitude towards teaching 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 attitude towards
teaching and teaching aptitude of B.Ed. pupil-teachers of the distance teaching mode.

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

16. To find out the relationship between the attitude towards teaching 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 teaching aptitude and attitude towards teaching 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.

23. 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.

1.17 **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.

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

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

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

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

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

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

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

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

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

17. 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.

18. 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.

19. 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.

20. There is no significant difference in the relationship of the teaching aptitude and attitude towards teaching of B.Ed. pupil-teachers of the campus based and distance teaching modalities.
21. 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.

1.18 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.
REFERENCES:


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7. Ibid., p.44


10. Ibid, p.6


17. Ibid., p-176.

18. Ibid., p-176.


21. Ibid., p. 301.