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INTRODUCTION

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CHAPTER - 1

INTRODUCTION

1.0 INTRODUCTION :-

Education is not only a social and moral imperative, it is also an economic necessity. Development holistically conceived in terms of cultural, social, political and economic domains calls for massive need-oriented education. But the conventional face-to-face system of educational has proved inadequate to accommodate the growing needs of the society. Thus, emerged the system of distance education to provide an effective alternative to the traditional system. It indicated a healthy evolution in the field of education, though in certain ways it may be considered a revolutionary development of an innovative multi-media teaching for learning.

"The concept of distance education has emerged as a result of man's search for an education which could be provided to a person at home. 'Necessity is the mother of invention too well known a proverb to be elicited."¹

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

1.1 STATEMENT OF THE PROBLEM :-

The problem for the present study is, “A STUDY OF ATTITUDE OF
STUDENTS OF GUJARAT TOWARDS DISTANCE EDUCATION.”

1.2 DEFINITIONS OF THE IMPORTANT TERMS:-

ATTITUDE :-

“Attitude means the sum (total) of man’s inclinations and feelings,
prejudice or bias, pre conceived notions, ideas, fears, threats and
convictions about any specific topics.”

“Attitude means mental state of readiness, organized through
experience, exerting a directive or dynamic influence upon the individual’s
response to all object with which it is related.”

“Attitude means generalized disposition towards group of people and
is emotionally tended.”

“An Attitude is a disposition a person has to favour a type of social
object or social action.”

DISTANCE EDUCATION :-

“Any System utilizes all communication techniques (i.e. Print, Audio,
Video, T.V., Radio, computer etc.) to impart to the individual or group from
a distance, yet removing lag of face-to-face communication is called as
‘DISTANCE EDUCATION.’

“Distance Education covers various forms of study at all levels which
are not under continuous, immediate supervision of factors present with
their students in lecture rooms on the same premises, but which,
nevertheless, benefit from the planning, guidance and tuition of a tutorial
organization.”
"Distance Education is a systematically organized form of self study in which student counseling the presentation of learning material and securing and supervising of students' success is carried out by a team of teachers, each of whom has responsibilities. It is made possible at a distance by means of media which can cover long distance."⁸

"Distance Education means the family of instructional methods in which the teaching behaviours are performed apart from learning behaviours including those that in a contiguous situation would be performed in the learner's presence, so that communication between the teacher and the learner must be facilitated by print, electronic, mechanical or other devices."⁹

1.3 OBJECTIVES OF THE STUDY:-
The study is undertaken with the following main objective keeping in mind:-
1. To construct and standardize an attitude scale.
2. To measure the attitude of students of Gujarat towards Distance Education
3. To compare the attitude of students of different courses, sex and areas towards Distance Education
4. To compare the attitude of students of IGNOU and BAOU towards distance education.

1.4 HYPOTHESES OF THE STUDY:-
The following hypotheses were previously framed and will be tested for the study.
1. There will be no significant mean difference between the score of Attitude of boys and girls towards distance education.
2. There will be no significant mean difference between the score of Attitude of urban and rural area towards distance education.
3. There will be no significant mean difference between the score of Attitude of urban boys and girls towards distance education.
4. There will be no significant mean difference between the score of Attitude of rural boys and girls towards distance education.
5. There will be no significant mean difference between the score of Attitude of urban boys and rural boys towards distance education.
6. There will be no significant mean difference between the score of Attitude of rural girls and urban girls towards distance education.
7. There will be no significant mean difference between the score of $\text{Attitude of urban boys and rural girls towards distance education.}$
8. There will be no significant mean difference between the score of $\text{Attitude of urban girls and rural boys towards distance education.}$
9. There will be no significant mean difference between the score of Attitude of CIC students and CFN students towards distance education.
10. There will be no significant mean difference between the score of Attitude of CIC boys and CIC girls towards distance education.
11. There will be no significant mean difference between the score of Attitude of CFN boys and CFN girls towards distance education.
12. There will be no significant mean difference between the score of Attitude of DCA students and DDE students towards distance education.
13. There will be no significant mean difference between the score of Attitude of DCA boys and DCA girls towards distance education.
14. There will be no significant mean difference between the score of Attitude of DDE boys and DDE girls towards distance education.
15. There will be no significant mean difference between the score of Attitude of B.A. students and E.Com students towards distance education.
16. There will be no significant mean difference between the score of Attitude of B.A. boys and B.A. girls towards distance education.
17. There will be no significant mean difference between the score of Attitude of B.Com boys and B.Com girls towards distance education.
18. There will be no significant mean difference between the score of Attitude of MCA students and MBA students towards distance education.
19. There will be no significant mean difference between the score of Attitude of MCA boys and MCA girls towards distance education.
20. There will be no significant mean difference between the score of Attitude of MBA boys and MBA girls towards distance education.
21. There will be no significant mean difference between the score of Attitude of CIC boys and CFN boys towards distance education.
22. There will be no significant mean difference between the score of Attitude of CIC girls and CFN girls towards distance education.
23. There will be no significant mean difference between the score of Attitude of CIC boys and CFN girls towards distance education.
24. There will be no significant mean difference between the score of Attitude of CIC girls and CFN boys towards distance education.
25. There will be no significant mean difference between the score of Attitude of B.A. boys and B.Com boys towards distance education.
26. There will be no significant mean difference between the score of Attitude of B.A. girls and B.Com girls towards distance education.
27. There will be no significant mean difference between the score of Attitude of B.A. boys and B.Com girls towards distance education.
28. There will be no significant mean difference between the score of Attitude of B.A. girls and B.Com boys towards distance education.
29. There will be no significant mean difference between the score of Attitude of DCA boys and DDE ladies towards distance education.
30. There will be no significant mean difference between the score of Attitude of DCA girls and DDE girls towards distance education.
31. There will be no significant mean difference between the score of Attitude of DCA boys and DDE girls towards distance education.
32. There will be no significant mean difference between the score of Attitude of DCA girls and DDE boys towards distance education.
33. There will be no significant mean difference between the score of Attitude of MCA boys and MBA boys towards distance education.

34. There will be no significant mean difference between the score of Attitude of MCA girls and MBA girls towards distance education.

35. There will be no significant mean difference between the score of Attitude of MCA boys and MBA girls towards distance education.

36. There will be no significant mean difference between the score of Attitude of MCA girls and MBA boys towards distance education.

37. There will be no significant mean difference between the score of Attitude of IGNOU students and BAOU students towards distance education.

1.5 VARIABLES OF THE STUDY :-

There are two variables in present study :

1. Students (Course, Sex, Area) (Dependent Variable)
2. Distance Education (Independent variable)

1.6 LIMITATIONS OF THE STUDY:-

Due to limitation present in research work, every research study cannot be said to be complete. Therefore, few limitations are also found in this research. These are as follows:-

1. In this research, students of IGNOU and Dr. Babasaheb Ambedker Open University are taken as sample.
2. In this research, only Central Gujarat region is taken as sample.

1.7 SCHEME OF CHAPTERIZATION :-

The entire report of the present study is organized into seven chapters. They are as under:

The first chapter is devoted to the general background of the study. The significance of the research is discussed, keywords are carefully defined. Specific objectives, Hypothesis and Limitations of the study are
given recognition. Thus, the first chapter strives to serve as a pre-view of the research study.

The second chapter gives the conceptual development of the present study in India.

The third chapter deals with the review of the related literature done in the area of distance education.

The fourth chapter describes how the investigator has planned the research study and its procedures. The sample of the study and the adaptation of the tools for the collection of the data have been described in detail.

The fifth chapter deals with the process of standardization. It describes various concepts and methods adopted to obtain different estimates of reliability and validity of the scale constructed.

The sixth chapter incorporate the analysis and interpretation of the data collected. It covers the outcomes and discussions keeping in mind the objectives of study.

The seventh chapter which is the last consists of a summary and conclusions on the basis of statistical analysis of the data. It is devoted to the observations and conclusions drawn from the previous chapter. An attempt is also made to give suggestions to the institutions concerned as well as for further research in the field of distance Education.

A list of exhaustive bibliography is given at the end of the thesis. Besides, appendices consisting of the tool used in the study is also attached at the end.
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