

CHAPTER - V :MAJOR FINDINGS AND SUGGESTIONSINTRODUCTION :

The purpose of the present study is to measure the attitude of teacher-educators towards the programmes of non-formal education leading to life-long education in the State of Gujarat. For that, the investigator constructed and standardised the inventory to measure the attitude of teacher-educators. Major findings were as follows :

5.1 MAJOR FINDINGS(1) Location-wise

1. The attitude of teacher-educators of the urban areas towards the component Need and Importance are more favourable (35.119) than those of the semi-urban areas (33.979) which is significant at .05 level.
2. The mean scores of the attitude of teacher-educators of urban areas on the whole are higher (352.570) than those of semi-urban areas (345.296). Though the result is in favour of urban areas, it is not significant.

(2) Region-wise (on the whole)

1. Teacher-educators of North Gujarat region have more favourable attitude (354.785) than those of central Gujarat region (331.98), which is significant at .01 level.
2. Teacher-educators of Saurashtra-Kutch region have more favourable attitude (364.18) than those of Central Gujarat region (331.98), which is significant at .01 level.
3. Teacher-educators of South Gujarat region have more favourable attitude (351.37) than those of Central Gujarat region (331.98), which is significant at .05 level.
4. Teacher-educators of Saurashtra-Kutch region have more favourable attitude (364.18) than those of North Gujarat region (354.785), which is not significant.
5. The mean scores of the attitude of teacher-educators of North Gujarat region are higher (354.78) than those of South Gujarat region (351.37). Though the result is in favour of North Gujarat region, it is not significant.
6. Compared to mean scores of the attitude of Saurashtra-Kutch region and South Gujarat region, the results are in favour of Saurashtra-Kutch region (364.18) and it is not significant.

(3) Teacher-educators' Attitude - Age-wise (on the whole)

1. The mean scores of the attitude of teacher-educators of the age-group 40-49 are higher (354.87) than those of 30-39 age-group (337.89), which is significant at .01 level.

2. The mean scores of the attitude of the teacher-educators of the age-group 50 and above are higher (356.61) than those of 30-39 age-group (337.89) and it is further significant at .05 level.
 3. Compared to the mean scores of the attitude of teacher-educators of the age-group 40-49 and 50 & above, the results are in favour of 50 & above age-group (356.61), and it is not significant.
- (4) Teacher-educators' Attitude - Sex-wise (on the whole)
1. The mean scores of the attitude of the female teacher-educators are slightly higher (349.42) than those of the male teacher educators (348.69), which is not significant.
- (5) Qualification-wise attitude of the teacher-educators (on the whole).
1. The mean scores ^{of the} attitude of the post-graduate teacher-educators are higher (350.31) than those ^{of} the graduate teacher-educators (333.0), which is not significant.
 2. The mean scores of attitude of the post-graduate teacher-educators are higher (350.31) than those of having Ph.D. qualification (343.85). Though the results are in favour of post-graduate teacher-educators, it is not significant.

3. Compared to the mean scores of the attitude of graduate teacher-educators and Ph.D. teacher-educators, the results are in favour of Ph.D. teacher-educators (343.83) and it is not significant.

(6) Experience-wise attitude of the teacher-educators

(on the whole)

1. Looking to the mean scores of the attitude of above five years' teaching experience of the teacher-educators, they are higher (350.017) than those of having less than five years' teaching experience (342.26). Though the results are in favour of above five years' teaching experience of the teacher-educators, it is not significant.

(7) Income-wise Attitude of the teacher-educators

(on the whole)

1. The mean scores of the attitude of the teacher-educators having 16 to 20 thousand rupees' income are higher (351.98) than those of having 10 to 15 thousand rupees' income (335.01) and further it is significant at .01 level.
2. The mean scores of the attitude of the teacher-educators having more than 20 thousand rupees' income are higher (356.14) than those of having 16 to 20 thousand rupees' income (351.98), which is not significant.

3. Compared to the mean scores of the attitude of the teacher-educators having more than twenty thousand rupees' income and those of having 10 to 15 thousand rupees' income, the results are in favour of the teacher-educators having more than twenty thousand rupees' income (356.14), and it is not significant.
- (8) Visit-wise (to a foreign country) attitude of the teacher-educators (on the whole)
1. The attitude of the teacher-educators having their visit to a foreign country is higher (356.44) than those of having not visited to a foreign country (348.31) and further it is not significant.
- (9) Dependent members-wise (Number of the dependent members) in the family (on the whole)
1. The mean scores of the attitude of the teacher-educators having more than five dependent members in the family are higher (352.17) than those of having less than five members of the family (344.41) and it is not significant.
- (10) Occupation-wise (fathers') attitude of the teacher-educators (on the whole)
1. The mean scores of the attitude of teacher-educators whose fathers are not serving are higher (353.60) than those whose fathers are serving (344.38) and it is significant at .01 level.

(11) Education-wise (father's) attitude of teacher-educators
(on the whole)

1. The mean scores of the attitude of the teacher-educators having the educated fathers are higher (349.83) than those of having uneducated fathers (319.33) and it is further significant at .05 level.

The following are the suggestions for teacher-educators, to change their role and some suggestions and recommendations to change their attitude towards non-formal education programmes leading to life-long education.

5.2 SOME SUGGESTIONS AND RECOMMENDATIONS

Suggestions :

On the basis of this study, the investigator would like to place various suggestions for consideration and to improve the situation to a great extent. Systematic efforts should be made to boost the attitude of teacher-educators towards the programme of non-formal education leading to life-long education.

The picture of the attitude of teacher-educators in Gujarat is not altogether promising. Some of the components of the programmes such as attitude towards the programmes are low in some regions. The attitude of the teacher-educators

is such that can be operated upon and it can be changed also, if proper implementation of the programmes is done by the various agencies. Attitude generally is generated out of the feelings of the people and these feelings can certainly be controlled and modified as per needs. Thus the colleges of education of Gujarat should try to work at the following levels to improve the attitude of teacher-educators.

Knowledge Level :

The contribution of the teachers is expected to make towards the well-being of society generally, which demands some minimum degree of satisfaction on the part of the teachers with their tasks and knowledge.

Suggestion for the educational personnel

The staff of the institutions for the preparation of the educational personnel should be trained in the new curriculum.

Institutional Level :

Attitude of teacher-educators varies from time to time, so once it attains its climax, it has to be maintained, lest it may have a drop. For this purpose there should be continuous measurement of the attitude. Through seminars, conferences, orientation programmes, teacher associations, the attitude of the teacher-educators can be changed. Attitude

requires regular observation, attention, diagnosis, just as health does. Continuous effort is necessary to investigate to study the attitude of teacher-educators.

The college or University should establish "research cell" which will conduct researches on the attitude of teacher educators towards the programmes of non-formal education leading to life-long education of a particular district. The college and small scale college groups could innovate, ways and means by which the attitude of teacher-educators towards the programmes can be boosted.

Suggestion regarding Non-formal Education Programmes :

India has been able to develop various non-formal education programmes leading to life-long education for different age-groups, the problem of illiteracy is still stupendous. To integrate and to co-ordinate the literacy programmes, the motivation to the learners is necessary. New innovations like, making literacy functional and linking it directly with learner's needs and aspirations should help in solving it.

Suggestion regarding the Training of Personnel in Non-formal Education Programmes

Training facilities should be provided at various levels for different categories of personnel, such as key persons

engaged in planning and programming of activities, middle level administrators and supervisors and grass-root workers who actually conduct the literacy classes. Such arrangements should be provided at national, zonal and district levels through the Directorate of Non-formal Education, Universities, State Institute of Education, State Resource Centres and voluntary organisations.

Suggestion regarding Agents and Agencies in Nonformal education Programmes :

- (1) It is noted that the Indian government has made strenuous efforts to link various non-formal education programmes with the national developmental objectives. However, keeping in view the experience of other countries in organizing their mass literacy campaigns on voluntary basis should be cited.
- (2) It was recognised that efforts of voluntary organizations could not have been mobilised without a definite and positive policy on the part of the Central and State Governments to encourage and support them financially, administratively and technically.
- (3) For running non-formal education programmes in India a majority of instructors are drawn from the cadres of formal school teachers. But it is noted that the experiences of other countries where instructors are drawn from other areas

like adults, youths, progressive farmers, local leaders, social workers, retired personnel etc. have proved that use of such instructors is more effective.

(4) It was noted that diversified curriculum for different target groups in different environmental situations under the non-formal education programmes should be prepared and that great efforts should be made to achieve this goal.

(5) The policy of encouraging the preparation of materials in the local dialect should be considered.

(6) Measures taken to prevent the neo-literates from relapsing into illiteracy by providing follow up reading materials and rural library services should be considered very important and need further strengthening to reinforce the efforts in the field of adult literacy.

(7) The efforts are necessary to change in the attitude of parents, teachers and administrators towards the programmes of nonformal education. Unless they come to view education as learning and not simply as schooling, and come to recognize that the real values reside in what is learned, not how it is learned, there can be no satisfactory solution to the educational needs in societies.

Departures from Conventional patterns :

Among the general possibilities worth considering might be :

(1) to start schooling at a later age, with a revised curriculum more relevant to the learners, taught mainly in the local language ;

(2) to stretch schooling over more years on a part-time basis, emphasizing practical training in the later years;

(3) to transform present schools into a new system combining features of formal and non-formal education; it would concentrate on older children and adolescents and would offer literacy and numeracy training along with practical training for adult responsibilities; and

(4) to convert present schools into community learning centres where children, adolescents and adults could all come at will to acquire successive "learning units" in various basic and practical studies relevant to their lives and interests and fitting their present motivations.

Ways to follow up school education :

As emphasized earlier, school education by itself cannot adequately meet several of the minimum essential learning needs of the learner, such as practical preparation for earning a living, managing a household and rearing children, and a constructive role in community and national affairs.

These needs, to a much greater extent than is true of literacy and numeracy, can be served by informal education. But in a traditional rural area trying to modernise, informal learning is based on traditional attitudes, beliefs and practices, and must be supplemented with more modern elements. Thus, non-formal education's important role in such situations is to infuse more modern types of knowledge and skills which can help in modernising and moving ahead.

Strengthening opportunities for Girls :

It should be stressed that while girls and women unquestionably need adequate preparation for their adult role as home-makers, they also require programmes ... comparable to what boys and men need. Agricultural services, farmer training centres and other occupationally oriented programmes should make a much larger place for adolescent girls and young women than they typically have in the past.

Focussing on realistic employment possibilities :

Occupationally oriented training programmes are the most direct means by which education can contribute to generate new employment and higher family incomes. What training programmes can do, however, is to help prepare young people ... both boys and girls - to take advantage of whatever kinds of employment opportunities (including self-employment) are

most likely to be available in their areas in the foreseeable future.

It should never be taken for granted by managers of training programmes that if young people are properly trained in new skills they will automatically be absorbed productively into the economy.

Strengthening participation of youth :

Special preference should be given to non-formal education programmes that provide for the direct participation of young people in various local development activities such as self-help community development programmes, learning activities for pre-school children through story-reading, simple games, plays etc.

Strengthening of non-formal education in rural areas

It might well be directed at strengthening of non-formal learning opportunities by enriching the rural learning environment for both literates and non-literates through

- (1) the inclusion in general news broadcasts of more items of special interest to rural people, including progress reports on innovative undertakings in various rural areas;
- (2) greater attention in newspapers that circulate in rural areas to items of interest and educational value to farm families;

- (3) market day exhibits, film showings and demonstrations that are both entertaining and instructive;
- (4) newsworthy and instructional "wall newspapers", posters and local bulletins;
- (5) mobile libraries and mobile instructional films and exhibition units;
- (6) visits to different villages by village teams to observe one-another's and demonstrate/innovative practices and notable achievements.

It can be recommended a very broad and integrated approach to giving rural young people and whole rural communities greater opportunities to build upon whatever literacy and other primary skills they have already acquired, and to fill important knowledge gaps that impair their quest for a better life or even their survival.

Suggestions regarding the motivation to the learners

Motivation to learn varies among individuals; that the same individual motivation tends to increase with experience and maturity and that motivated learners are the easiest to teach. Educational programmes are far more effective when they are directly tailored to the real interests and motivations of learners. The creation of motivation is a problem of realistically linking education to social and economic opportunities and helping learners perceive these opportunities.

These considerations prompt to make two specific suggestions :

(1) The first suggestion is that before designing - or redesigning the objectives, content and methods of any educational activity, a strong effort should be made to discover the true interests, motivations and wishes of the intended audience.

(2) The second suggestion is on the new emphasis of self-instruction which would be supported by well-planned programme of educational broadcasts and low-cost printed materials, with "teachers" serving more as guides and coaches to learners rather than as drill-masters and substitutes for a text-book.

New opportunities for international cooperation :

There are numerous ways in which countries can help one another- both directly and through international organisations to mount new and more effective efforts on the frontiers of non-formal education. This whole new field should be treated for a time being as one which all countries and external agencies have much to learn and to learn together. The plain truth is that no individual country or international agency is equipped at the moment to render or to use such help effectively on a massive scale required. Thus their first priority should be to get equipped as quickly as possible,

by working together to develop the necessary personnel, methods and new knowledge required to move ahead rapidly in this field. 

Suggestions for the analysts/planners :

Developing countries and international agencies both have an **urgent** need to create small cadres of broad-visioned, analytically minded people capable of taking a wide-angle view of the spectrum of development factors in any situation and of assessing non-formal educational needs and provisions in this broad context. Until countries and agencies have developed such cadres they will be severely handicapped in both rendering and receiving assistance. It is therefore recommended that the international agencies and several selected countries that are ready to join forces in new ways to meet their mutual needs, to seek answers to their problems, and, indirectly, to help other countries as well.

One good possibility would be to affiliate in a joint study group a number of national and international experts working in two or three countries in the same region on similar undertakings. This loosely organised study group would assemble periodically at an appropriate institution in one of the countries for a week or two at a time to compare notes, reflect upon and analyse their comparative

experiences, and sum up their findings in written notes which could provide valuable insights and guidance to others.

Exchanging Valuable Information and Experience :

There is also an urgent need to arrange for an orderly gathering and international circulation of significant knowledge and experience in non-formal education.

Therefore, it is suggested to prepare and to disseminate a series of periodic booklets to be distributed internationally. Each booklet would contain accurate reports on the important features and experiences of significant non-formal education programmes in various countries, objectively presenting their shortcomings as well as their strengths and whatever evidence is available on their practical effectiveness.

This reporting service would be a joint effort of several international agencies in collaboration with developing countries. The preparation of case reports might well be commissioned to competent persons resident in the same region, such as university researchers or staff members of development training and research institutions.

The reporting service can also become a clearing house for existing research findings and on research currently

under way pertinent to non-formal education.

In addition to these it will be of great value in bringing together operating officials of neighbouring countries who are tackling similar problems in small workshops to exchange ideas and experiences to their mutual advantage. These should be highly informal and little publicized meetings, so that participants can speak candidly and without potential embarrassment.

It is further suggested that an enlargement of the existing practice of enabling key people dealing with similar problems and activities in different developing countries to visit one another to observe, discuss and learn from one another's experiences. This would be an excellent use for some of the available international travel and study fellowships.

Suggestions for Teacher-Training Colleges :

(1) It is felt necessary that the course material for the teachers' training should be adequately and frequently revised, so as to have greater emphasis in developing and implementing the programmes of non-formal education leading to lifelong education.

(2) It would be worthwhile that projects involving experimentation for studying the attitude of teacher-educators

towards the programmes of non-formal education leading to life-long education at different levels and to improve it further should be taken up through various agencies or organizations, so that larger benefit could be available to the various regions.

(3) Study of attitude towards non-formal education programmes leading to life-long education reveals that researches in this field are absolutely meagre (Buch 1974). It is necessary therefore that greater attention be paid in promotion of studies on non-formal education programmes leading to life-long education in the various states, regions, districts at the various levels and amongst various groups of people.

It is therefore, necessary for the education colleges to learn to analyse continually the forces and factors that affect the attitude of teacher-educators towards the programmes of non-formal education.

5.3 AREAS FOR FURTHER RESEARCH :

Since the present investigation is an attempt to explore a new field, there is a scope for an immense amount of pioneering work. Though the study has solved a few problems, it has raised several thought provoking questions which

require further research. The following topics need further research.

1. To study and compare the attitude of teacher-educators towards the programmes of non-formal education leading to life-long education in various states of India.
2. Comparative study of the non-formal educational programmes leading to life-long education in south-east Asian countries.
3. To assess the factors affecting the attitude of teacher-educators towards the programmes of non-formal education and the implications for administrative practice.
4. The role of mass media in non-formal education programmes.
5. Non-formal education programmes for the age-group 6-14 with special reference to India.
6. Significant difference in the attitude of good teachers and poor teachers towards the programmes of non-formal education and life-long education.
7. To measure the social workers' attitude towards the programmes of non-formal education leading to life-long education in the state of Gujarat.
8. Attitude of the learners towards the programmes of non-formal education in the state of Gujarat and Rajasthan.
9. To study and compare the attitude of urban and rural

workers towards the non-formal education programmes in central Gujarat.

10. The role of universities in accelerating the non-formal education programmes leading to life-long education.
11. Innovated practices of non-formal education in India.
12. Role of the various agencies in non-formal education in the western countries.
13. To assess, cause and effect relationships between teachers' attitude towards the programmes and teacher behaviour.
14. Need-based programme for adult education in India.
15. An investigation to study the evaluation of non-formal education programmes in the rural areas of India.
16. Problems of non-formal education in India.
17. New National policies influenced by the concept of non-formal and life-long education in India.
18. New agencies to co-ordinate and articulate educational effort in non-formal education programmes.
19. Development of skills in learners through non-formal education programmes.
20. The concept characteristics of life-long education and their implications for school curriculum.
21. The practical implementation of non-formal education for the various age-groups.

22. Remediation as a life-long learning activity focuses^s on the problems of illiteracy in U.S.A.
23. Community adult education in life-long learning.
24. Impact of life-long learning on the professionalisation of non-formal (adult) education.
25. Training of the teacher-educators through the concept of life-long education.
26. Training in employable skills and the preparation of teachers, education.
27. The future of non-formal (adult) education in India.
28. Non-formal education for rural agricultural development in India.
29. Use of community resources in providing non-formal education programmes in various districts of Gujarat.
30. The changing goals of education in the perspective of non-formal and life-long learning.
31. Training of the teachers in non-formal education through the concept of life-long education.

5.4 CONCLUSION

The investigator undertook the present study for one major purpose viz., to construct a tool for measuring the attitude of teacher-educators towards the programmes of non-formal education leading to life-long education. The

incidental purpose was also to study the present position of the attitude of teacher-educators towards the programmes of non-formal education leading to life-long education in Gujarat State. The investigator feels that researches in non-formal education programmes leading to life-long education must dwell more on prognostic and diagnostic and developmental studies for education rather than descriptive studies. The investigator's tool will help any one to study attitude of teacher-educators towards the programmes of non-formal education in any educational institution. This might help diagnostic purpose. It is through such studies that the field gets enriched. But this is a modest beginning only. It is not the end.

Looking to nil research in Gujarat in non-formal education programmes leading to life-long education and very few studies in India on non-formal education, the investigator would like to say that "this study is the beginning of an end; and an end of the beginning". It is upto the future researches to pick up the thread from this study.

SUMMARY OF THE THESIS

"An Investigation to Study the Attitude of ^{the} Teacher-Educators Towards the Programmes of Non-formal Education Leading to Life-Long Education in the State of Gujarat."

I INTRODUCTION

Educational practice in India before independence was mainly formal in nature and it was meant for the elites. Therefore, there was a dissatisfaction with the existing educational system. In spite of all commendable results achieved in education in the country, it cannot be denied, as stated on several occasions and in documents here and abroad, the existing educational systems have certain inherent drawbacks. They leave a large portion of population without any education. The rigid educational pattern is not in a position to reach all sections of the society and all categories of men and women. Underprivileged groups, working childrens poor boys and girls, young people from underprivileged classes are relatively excluded from educational facilities. Even these who do receive some education, get an irrelevant and often unrelated knowledge. They rarely acquired an awareness of the problems of the society in which they live or of the means to play a real part in their solution. There is a great contradiction between the environment and education. Education seems to have run into

a crisis of faith. It offers a frozen curriculum. It claims to prepare young person for life, for most often it only prepares for employment in white-collared job. Being divorced from life, it has cultivated an unreal set of values, and isolated from life issues.

Majority of the citizens remain^s illiterate even after years of practice. There are some reasons of the failure of formal education which are as follows :

1. The rigidity of formal education which is prescribed to start and end at a particular age has filtered out a certain category of the citizens of India who cannot afford entering the formal educational system.
2. The rigidity in terms of time-table and attendance has also hindered many of the learners, has resulted into drop-outs.
3. The restricted area of subject specialisation also hindered the students and they started avoiding the formal system of education. Therefore, a firm and drastic change is needed to break the rigid system of education and to build a forward looking, participating, sharing and pulsating learning society. Such a system learning has to be total, continuous, organically related to life and non-perspective. It is only through the synthesis of formal, ~~an~~ informal and non-formal education that will play its true role of

accelerating the long awaited socio-economic transformation of society. A society in which all citizens will be sufficiently educated, informed and aware, and able to share the responsibility for, and benefits of development, to influence their own destiny, to develop their potential to the best advantage and to determine directions and priorities democratically.

The educationists started thinking on these lines. As a result of this thinking and the emphasis is given to a new system of education, namely, 'non-formal education'. The CABE has stated clearly that the exclusive emphasis of formal system of education should be given up and large elements of non-formal education should be introduced within the system.

Non-formal education is flexible and learner-oriented system which has diversified content and method. Non-formal education is meant for all-age groups and for all sections of society, independent of their literacy level. It is meant for personal fulfilment, professional growth, or deeper understanding at all stages of life. Non-formal education is being oriented on a priority basis for the under-privileged. There is no rigidity with regards to the place where it is conducted. It can be conducted according to the convenience of the learners. The timings of the classes are also flexible. The course can be continuous, extending over a length of period with a shorter duration everyday, or for a shorter duration term with longer

hours each day, or as a recurrent courses over two or three summers or at convenient intervals.

Non-formal education provides work experiences which links education with life, training in practical skills, action programmes and community action, reading, writing and calculating, self-analysis and reflection leading to understandings. In no case should it be abstract, theoretical, mechanical and routine.

Closed to the term 'Non-formal education' is another term 'life-long education'. Lifelong education is used in the sense of lifelong learning facilities and practices. Non-formal education is part and parcel of lifelong education.

The investigator is tempted to select the present problem for study because he found from the Survey of Research in Education published by the M.S.University of Baroda⁽¹⁹⁷⁴⁾ which reports researches done in Indian Universities have not contributed much to the fund of knowledge in terms of theory. The area of attitude of teacher-educators towards the programmes of non-formal education leading to life-long education remains neglected.

In recent years non-formal education and adult-education programmes have attained the growing recognition as a time-bound and space-bound process. Any programme will not be a

successful programme unless the people concerned are convinced about the programme. Nonformal education is one such programme for which the government is very much interested in implementing it. The elaboration of the conceptual framework of non-formal education has been accomplished. Governmental authorities and non-governmental organisations, have several new schemes in various states (including Gujarat State) where efforts have been made both for rural and urban areas. So, there is a need to spread the idea of non-formal education to the masses. We know that the people who are in direct touch with the masses are the teacher-educators in the educational institutions. Therefore, it is necessary to train our teachers in this respect so that they can help the government in effectively implementing the non-formal system in educating the masses. Ultimately the responsibility of preparing these teachers rests on the heads of the teacher-educators. Unless the teacher-educators are convinced about the new system's potential in educating the masses, the training would not be effective or if teacher-educators are having a positive attitude towards the non-formal education, the programme would result into a success. But at present there is no evidence as to say whether the teacher-educators are having a positive or negative attitude towards the non-formal education programmes leading to life-long education.

At present there is no tool either in the form of a questionnaire or attitude scale through which one can measure the attitude of teacher-educators towards non-formal education programmes leading to life-long education. Hence, in order to know the attitude of teacher-educators, there arises a need, to construct an attitude scale which in turn be standardised for using on a larger sample.

Regarding the attitude of teacher-educators, there is at present, no evidence regarding the difference in attitude towards the nonformal education programmes leading to life-long education of male and female teacher-educators, the teacher-educators of different age-groups or in relation to their experiences and qualifications. Hence, it is necessary to study whether there is any difference in the attitude of teacher-educators with reference to their age, sex, experience and qualifications.

It is essential again to know whether there is any effect of the urban and semi-urban background of teacher-educators towards their attitude. It is also essential to know what sort of difference exists between urban and semi-urban teacher educators. That is the reason why the researcher has considered four regions of Gujarat.

II. THE PROBLEM

The problem of the present research is worded as under :

"An Investigation to study the attitude of ^{the} teacher-educators towards the programmes of non-formal education leading to life-long education in the State of Gujarat."

III JUSTIFICATION

The "Survey of Research in Education (1974) edited by Professor M.B. Buch and published by the Centre of Advanced Study in Education, M.S. University of Baroda refers the research studies by Gadgil (1945), Singh (1957), Khan (1958), Chaube (1963), Prasad (1967), Darmvir (1968), Patel, Pal and Shrivastav (1970), were focussed on illiteracy, literacy development and adult interests, training programmes of adult education, adult literacy and programmes of Social education. From the research material available, it is quite obvious that there have been consistent and continuous research efforts in the field of adult education. In very few cases, some research tools have been developed through researchers.

Refined experimental studies using highly sophisticated designs have not been undertaken whereas the present study is focussed on describing and evaluating the attitude of teacher-educators towards the programmes of non-formal education

leading to lifelong education. Investigator spent sometime in some of the education colleges and institutions to observe their reactions and to discuss with the teacher educators as well as principals, directors and educational experts in the field of non-formal education and life-long education, this process and approach brought to focus to start the seven constituents or aspects of non-formal education leading to life-long education. Such an attempt is calculated to provide tools and materials in planning the effective programmes for teacher-educators administrators, social workers and the government of India too.

IV THE SCOPE OF RESEARCH

The scope of the study is extended to the teacher-educators of Secondary teachers' training institutions of Gujarat State which are under different managements, situated in various regions, having different status of resources and having different sizes. The picture of the attitude towards nonformal education leading to lifelong education is to be built up from the responses of the teacher-educators/^{the number of variables like growth, upbringing teaching}experience play a significant part in developing the attitude of teacher-educators towards the programmes of non-formal education. The respondents are college teachers as regular staff members in the B.Ed. colleges. They would include male as well as female teachers coming from different socio-economic groups. The staff would naturally have varying experiences and varying

educational background. A number of dimensions can be included to measure the attitude of teacher-educators towards the programmes of non-formal education leading to life-long education. It becomes formidable task to include all the factors in a single study. The present study not only draws its data on the general aspect of nonformal education programme but it seeks to explore the attitude of teacher-educators on some of the dimensions like Needs and Importance, the programmes of non-formal education, its aims and objectives and organisational aspects also. It is in such perspective the design of the study is attempted.

V. OBJECTIVES OF THE STUDY :

The investigator has formulated the following specific objectives :

1. To construct a questionnaire to measure the attitude of the teacher-educators towards the programmes of non-formal education suited to the educational environment in Gujarat State.
2. To measure the attitude of teacher-educators towards the programmes^{of}/non-formal education of the sampled colleges region-wise.
3. To examine whether the attitude of teacher-educators has any significant relationship with their sex, age, qualifications and experiences etc.

4. To find out the significant relationship between the attitude of the semi-urban and urban teacher-educators.

VI HYPOTHESES

The following hypotheses were formulated by the investigator :

1. The teacher-educators of the education colleges (i.e. B.Ed. colleges) in different regions of the Gujarat State will not show significant variation in their attitude towards the programmes of non-formal education leading to life-long education.
2. The teacher-educators of the urban colleges will not differ significantly from the college teachers of semi-urban area with respect to their attitude towards the programmes of non-formal education leading to life-long education.
3. The attitude of teacher-educators towards the programmes of non-formal education leading to life-long education is independent of Certain biographical characteristics of teacher-educators.
4. The teacher-educators of the education colleges in different regions of Gujarat State will not show significant variations in their attitude towards, the dimensions of the General aspects of non-formal education programmes leading to lifelong education.

5. The teacher-educators of the education colleges in different regions of the Gujarat State will not show significant variations in their attitude towards the dimensions of the Need and Importance of non-formal education programmes leading to life-long education.
6. The teacher-educators of the education colleges in different regions of the Gujarat State will not show significant variations in their attitude towards the dimensions of the aims and objectives of non-formal education programmes leading to life-long education.
7. The teacher-educators of the education colleges in different regions of the Gujarat State will not show significant variations in their attitude towards the dimensions of non-formal education programmes leading to life-long education.
8. The teacher-educators of the education colleges in different regions of the Gujarat State will not show significant variations in their attitude towards the dimensions of organisational aspect of non-formal education programmes leading to life-long education.
9. The teacher-educators of the education colleges in different regions of the Gujarat State will not show significant variations in their attitude towards the suggestions of non-formal education programmes leading to life-long education.

10. The teacher-educators of the urban colleges will not differ significantly from the college teachers of semi-urban area with respect to their attitude towards the dimensions of the General aspects of non-formal education programmes leading to lifelong education.
11. The teacher-educators of the urban colleges will not differ significantly from the college teachers of the semi-urban area with respect to their attitude towards the dimensions of the Need and Importance of non-formal education programmes leading to lifelong education.
12. The teacher-educators of the urban colleges will not differ significantly from the college teachers of the semi-urban area with respect to their attitude towards the dimensions of the aims and objectives of non-formal education programmes leading to life-long education.
13. The teacher-educators of the urban-colleges will not differ significantly from the college teachers of the semi-urban area with respect to their attitude towards the dimensions of non-formal education programmes leading to lifelong education.
14. The teacher-educators of the urban colleges will not differ significantly from the college teachers of semi-urban area with respect to their attitude towards the dimensions of the organisational aspect of non-formal education programmes leading to lifelong education.

15. The teacher-educators of the urban colleges will not differ significantly from the college teachers of semi-urban area with respect to their attitude towards the suggestions of nonformal education programmes leading to life-long education.
16. The attitude of teacher-educators towards the dimensions of the General aspects of non-formal education programmes leading to life-long education is independent of certain biographical characteristics of teacher-educators.
17. The attitude of teacher-educators towards the dimensions of Need and Importance of non-formal education programmes leading to life-long education is independent of certain biographical characteristics of teacher-educators.
18. The attitude of teacher-educators towards the dimensions of aims and objectives of non-formal education programmes leading to life-long education is independent of certain biographical characteristics of teacher-educators.
19. The attitude of teacher-educators towards the dimensions of aims and objectives of non-formal education programmes leading to life-long education is independent of certain biographical characteristics of teacher-educators.
20. The attitude of teacher-educators towards the dimensions of the programmes of non-formal education programmes leading to life-long education is independent of certain biographical characteristics of the teacher-educators.

21. The attitude of teacher-educators towards the suggestions of non-formal education programmes leading to life-long education is independent of certain biographical characteristics of teacher-educators.

VI THE SAMPLE AND TOOL

For realising the objectives formulated for the present research and getting data for testing the hypotheses framed, it would be necessary to select a sample from affiliated colleges of Gujarat State. There are 40 colleges in Gujarat State. The investigator has selected 400 teacher-educators as the sample from 40 education colleges by stratified technique.

The study is based on a proportionate sample of teacher-educators totally 400. The break-up of these sampled teachers was done on four counts, viz., sex, age, qualifications and experiences.

The percentage of the teacher educators for this study is 64 out of the total educators in Gujarat State.

Tool : To collect the necessary data to measure the attitude of teacher-educators towards the non-formal education programmes from the sampled education colleges, it is necessary to have appropriate tool. The appropriate questionnaire is not available so the researcher felt to construct an inventory for measuring the attitude of teacher-educators towards non-formal education programmes.

The series of discussion with the experts and with the principals of Education Colleges, yielded six components for measuring the attitude of teacher-educators towards non-formal education programmes viz.,

1. General aspects of non-formal education
2. Need and Importance of non-formal education
3. Aims and objectives of non-formal education
4. Non-formal programmes
5. Organisational aspects of non-formal education.
6. Some suggestions of non-formal education.

Keeping in mind the above six components, the investigator prepared 171 items on the line of Likert technique. A list of these items was given to 100 teacher educators from 40 education colleges in Gujarat.

The objective of this pilot test was to find out the item-item relation. The item analysis was done by finding out the difference between high-group score and low-group score and t-technique was applied to 171 items. Out of 171 items, 71 items were rejected on the basis of low value, i.e. less than 1.75 and 100 items were retained for the final tryout.

Out of 400 teacher-educators, 123 teacher-educators have not responded in the final try-out. Thus the data was collected from 277 teacher-educators from 37 education colleges of Gujarat State by personal visit and through mail.

VIII ANALYSIS OF THE DATA AND RESEARCH METHODOLOGY

The responses of 277 teacher-educators were hand scored component-wise. Then the data was computerised at Physical Research Laboratory, Ahmedabad to study Mean, S.D. and t-values of all dependent variables. Coefficient of correlation was also found out.

The investigator used two types of variables to examine critically the data yielded by its sample. He used four regions of Gujarat State and location of the colleges of education. This would help to judge whether there is any difference between the attitude of teacher-educators towards the programmes of non-formal education leading to life-long education.

The second type of data would include some major biographical characteristics about the teacher-educators such as, their age, sex, qualifications, teaching experiences, etc.

The analysis of the data was done hypothesis-wise. Here statistical techniques such as t-test and correlation matrix were used.

An attempt was also made to examine the findings of the study to determine their implications and suggestions for developing the programmes of non-formal education leading to life-long education for the nation, and teacher-educators, training colleges, administrators, planners, etc.

IX FINDINGS

The following are the major findings of the study :

(1) There is significant difference at .01 level between the attitude of the teacher-educators of Central Gujarat and that of North Gujarat, South Gujarat and Saurashtra regions, towards the non-formal education programmes leading to life-long education.

(2) There is significant difference at .05 level in the attitude of the teacher-educators of different age-groups towards the non-formal education leading to life-long education.

(3) There is no significant difference in the attitude of the male teacher-educators and that of female teacher-educators towards the non-formal education programmes leading to life-long education.

(4) There is no significant difference in the attitude of graduate, post-graduate or doctorate teacher-educators towards the non-formal education programmes leading to lifelong education.

(5) There is no significant difference in the attitude of teacher-educators having less than five years' teaching experience and those having more than five years' experience towards the programmes of non-formal education leading to life-long education.