

Attitude of Teachers Towards Two-Year B.Ed. Programme in West Bengal with Reference to The NCTE Regulations, 2014

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Abstract : *The objective of the present study was to measure the attitude of the Teacher-Educators and Pupil Teachers towards Two-Year B. Ed. Programme in West Bengal. The descriptive type survey method was used and its approach is quantitative for measuring their attitude towards the programme. For the selection of sample, stratified random sampling technique was adopted for the present study. In keeping the variables of the present study (gender, experience, locality, and types of institution) in mind, 150 Teacher-Educators and 160 Pupil Teachers sample were selected from Government-aided and private-unaided B. Ed. Colleges from the Districts of Murshidabad and Kolkata in West Bengal. In order to measure the attitude of the Teacher-Educators and Pupil Teachers towards Two-Year B. Ed. Programme, an attitude scale based on Likert's five point scale was developed and utilized by the investigators. It's a bi-polar scaling method to indicate positive or negative response to a statement. Mean, SD (descriptive stat), t – test (Inferential stat) and Bar-graph were employed and also 0.05 level and 0.01 level of significance were used to test the hypothesis. It has been found that the teacher-educators have shown a more positive attitude towards Two-Year B. Ed. Programme than the pupil-teachers. Though the male teacher-educators have shown a little more positive attitude than the female Teacher-educators, the female pupil-teachers have shown a more positive attitude than the male pupil-teachers.*

Keywords : Two-Year B.Ed., Attitude, Teacher-Educators, Pupil Teachers, West Bengal

Introduction : The National Council for Teacher Education (NCTE) acquaints us with its developmental discourse under the caption of 'At a Glance' in its own webpage (<https://ncte.gov.in>) that the NCTE, in its previous status since 1973, was an advisory body for the Central and State Governments on all matters pertaining to teacher education, with its Secretariat in the Department of Teacher Education of the National Council of Educational Research and Training (NCERT). With the passing of the National Council for Teacher Education Act, 1993 (No. 73 of 1993) the National Council for Teacher Education (NCTE) started its journey as a statutory body on 17th August, 1995 to develop planned and synchronized development of the quality teacher education system throughout the country and to control and sustain appropriately the norms and standards in the teacher education system. Before the advent of the Regulations 2014, there were three (2005, 2007, and 2009) consecutive regulations framed by the NCTE and each regulations vary from the previous one.

Though the reasons for formulating new regulations in 2014 have not been stated publicly by the NCTE, there were much talked about and debated in the domain of academia. There are two landmark policy-related developments in the landscape of school education in India that emerged in the past decade and which have generated considerable implications for teacher education. These are the National Curriculum Framework 2005 (NCF) and the Right of Children to Free and Compulsory Education Act (RTE), 2009. The NCF-2005 reiterated the necessity for connecting knowledge to life outside the school, understanding about construction of knowledge, facilitating learner in knowledge construction, creating a fear free atmosphere, addressing diversity and inclusion, equity and quality (NCERT, 2015: 4). Article 21A of the Constitution of India makes elementary education a justiciable right of all the children belonging to the age-group of 6 to 14 and the RTE Act, 2009 mandates that the State shall provide quality and equitable education of eight years to all the children. It also stipulates norms and standards for each school and teachers' professional commitments. The Act prescribes comprehensive and continuous evaluation (CCE) of child's understanding of learning and his or her ability of its application. Besides, learning through discovery, activities and

exploration in a child-centred manner has to be taken into consideration at the time of framing curriculum. Lastly, both the NCF-2005 and the RTE Act have made a paradigm shift in guidelines towards learner's construction of knowledge, learner's autonomy, curriculum content, pedagogy and formative assessment. In this backdrop, National Curriculum Framework for Teacher Education (NCFTE) - 2009 and Report of the Justice Verma Commission (JVC) in 2012 Report emerged to revamp teacher education in the country.

National Curriculum Framework for Teacher Education (NCFTE) - 2009 mainly attempted to diminish the mismatch of theory and practice in teacher education programmes by incorporating the socio-cultural contexts of education, giving more emphasis on the field experience of student-teachers in all courses through practicum, pedagogy and learning, classroom based research, and internship of longer duration (NCERT, 2015: 1). National Curriculum Framework for Teacher Education (NCFTE) - 2009 mainly attempted to diminish the mismatch of theory and practice in teacher education programmes by incorporating the socio-cultural contexts of education, giving more emphasis on the field experience of student-teachers in all courses through practicum, pedagogy and learning, classroom based research, and internship of longer duration (NCERT, 2015: 1). The NCFTE, 2009 also put greater importance on teacher's role in line with the changing school context and it accordingly reiterated that:

"The NCF requires a teacher to be a facilitator of children's learning in a manner that helps children to construct knowledge and meaning. The teacher in this process is a co-constructor of knowledge. It also opens out possibilities for the teacher to participate in the construction of syllabi, textbooks and teaching-learning materials. Such roles demand that teachers be equipped with an adequate understanding of curriculum, subject-content and pedagogy, on the one hand, and the community and school structures and management, on the other" (NCTE, 2009: 3).

Justice Verma Commission was set up at the behest of the Supreme Court mainly "to review whether the Regulations on Recognition Norms and Procedure, currently in force as laid down by the NCTE are being properly enforced. If not, how to evolve a fair and transparent manner in which these norms and standards may be enforced" (MHRD, 2012: 3). After the submission

of the JVC Report, the Supreme Court constituted a committee to develop an action plan that outlines the processes and timelines required for the implementation of the recommendations. Following this action plan, NCTE constituted various subcommittees, including subcommittees for designing curriculum frameworks for various teacher education programmes, to work on the different recommendations (Sharma, 2019). This effort ultimately contributed to the final shape of the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014 and it was notified in the Gazette of India (No. 346) on the 28th November, 2014 (NCTE, 2014). As per the NCTE (Recognition Norms and Procedure) Regulations, 2014, the time-duration of the B. Ed. Programme has been enhanced from one year to two years from academic session 2015-16. According to the NCTE Regulations, 2014, the B.Ed. curriculum shall be designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. The programme shall comprise three broad curricular areas: Theory Courses (Perspectives in Education and Curriculum & Pedagogic Studies), Engagement with the Field (NCTE, 2014:115). It also mandates that during the course physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed and the minimum attendance of the student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship (NCTE, 2014: 114).

This B. Ed. Programme provides sustained engagement with the Self, the Child, the Community and the School, at different levels and through establishing close connections between different curricular areas. These curricular areas would serve as an important link between the above two broad curricular areas ((Perspectives in Education and Curriculum & Pedagogic Studies) through its three components: (a) Tasks and Assignments that run through all the courses, (b) School Internship and (c) Courses on Enhancing Professional Capacities. The above two broad curricular areas are amalgamated with the field engagements through different tasks and projects with the community, the school, and the child in school and out-of-school for substantiating perspectives and theoretical frameworks studied in a teacher education classroom with field-based experiences. The NCTE Regulations 2014 reiterated

that 'School internship' is a part of the broad curricular area of 'Engagement with the Field' to be organized for 4 weeks in the first year and 16 weeks in the final year of the course in order to develop a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. Internship in schools also includes, besides practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and incorporates peer observation, teacher observation and faculty observations of practice lessons. In a nutshell, the Two-Year B.Ed. Programme as suggested by the NCTE Regulations, 2014 now intends to move towards preparing professional and humane teachers. On the other hand, researchers are of the views that B.Ed. being a professional course needs acquisition of teaching skills and strategies more than extensive theoretical knowledge of the curriculum. The attitude of the teacher-educators and pupil teachers towards Two-Year B. Ed. Programme matters to a great extent for its successful implementation. Besides, the increase in the duration of B. Ed. Programme is also a very recent phenomenon. Following NCTE Regulations, 2014, the Higher Education Department of the Government of West Bengal duly formulated the Curriculum Structure for Two-Year Teacher Education Programmes (B.ED &M.ED) in West Bengal in 2015. In this backdrop, the present study has been undertaken to measure the attitude of teacher-educators and pupil teachers towards Two-Year B. Ed. Programme in West Bengal with reference to NCTE Regulations, 2014 and to make comparison of their attitude towards the programme with respect to their Gender, Experience, Locality and Types of Institution.

Significance of the Problem : After the enforcement of the NCTE Regulations, 2014, B. Ed. Programme became of two-year across India and it also came into force from the academic session 2015-2016 in West Bengal. The Regulations entail norms for infrastructure, fees, intake, eligibility of students and teachers, working days and hours, besides curriculum, programme implementation and assessment (Singh, 2019: 121). Apart from theory courses, it also puts emphasis on professional exposure and experiences through 20 weeks internship in schools. It is hoped that the two-year B. Ed. programme will enhance the cognitive base, professional commitment, pedagogical skills and competency and social status of teachers in matching with rapidly changing society.

However, attitude and opinion of stakeholders is very important for assessing relevance of new regulations as well as its appropriate implementation. Positive attitude also plays a very important role in effective out-comes of the programme. So it is significant to study the attitude of stakeholders of teacher education towards this two-year programme. There are good number of studies have been conducted on the perceptions of teacher-educators and pupil teachers towards teaching profession, use of TLM, research, teaching profession etc. But there is a dearth of studies on the attitude of teacher-educators and pupil teachers towards the newly introduced two-year B.Ed. programme. Keeping in view the above, the investigators decided to conduct a study on the attitude of the teacher-educators and pupil teachers towards two-year B.Ed. Programme in West Bengal.

Statement of the Problem : The statement of the problem in the study is captioned as “Attitude of Teachers towards Two-Year B. Ed. Programme in West Bengal with Reference to the NCTE Regulations, 2014”.

Review of Related Literature :

Singh (2019) made a study to measure the attitude of teacher-educators and B.Ed. students towards existing two-year B.Ed. programme in Arunachal Pradesh. The study revealed that the attitude of the teacher-educators is more favourable than the B.Ed. students towards two-year B.Ed. programme. The attitude of female B.Ed. students is higher than male B.Ed. students. There found no significant difference in the attitude of Government and private B.Ed. students; tribal and non-tribal B.Ed. students towards two-year B.Ed. programme. Finally, it concluded that, the teacher-educators and B.Ed. students both have favourable attitude towards two-year B.Ed. programme.

Sushma. R. (2016) conducted a study to estimate the attitude towards two years B. Ed. Programme of teacher educators in relation with gender, type of institution and expedience in Karnataka. The study found that there was no significant difference in the attitude of Teacher Educators towards two years B. Ed programme in terms of gender and experience but there remained a

significant difference in the attitude of government, aided and unaided teacher educators towards two years B. Ed. programme.

Sudha (2017) conducted a study to evaluate the attitude of student teachers and teacher educators towards two- year B. Ed. course in Tamilnadu with reference to locality, level of experience, gender, and type of institution. The study explored that there was no significant difference among teacher trainees with reference to locality, level of education but there was significant difference with respect of gender and there was no significant difference among teacher educators with respect to level of experience and locality. It also revealed that there was no relationship between attitude of teacher-educators and student-teachers as the students-teachers didn't want to study for two years.

Mahajan & Rana (2017) made an investigation to study the problem faced by the pupil- teacher during two year B.Ed. programme in Shimla District of Himachal Pradesh. The major findings of the study revealed that the most of the pupil-teachers were not satisfied with (a) infrastructural facilities (b) teaching and non-teaching staff (c) library resources and (d) Study materials.

Adhikary (2017) conducted an investigation to study the perception of the Teacher trainees towards Two Year B.Ed. Programme in Assam. The findings discovered that the most of the teacher trainees hold negative perception towards the two-year B. Ed. programme due to lack of economic compatibility , the prolonged Internship programme without any remuneration and lack of job security after completion of two-year long course.

Garcha (2016) conducted a study to explore the dilemmas, fear, problems related to Two Year course of B. Ed. as well as M.Ed. The study revealed that (i) philosophical foundation of education was not given due importance in the Curriculum Framework: Two Year B.Ed. Programme prepared by NCTE. December, 2014, (ii) the curricula area under Engagement with the Field - the Self, the Child, Community and School suffers from ambiguity and appears to be a little too ambitious, (iii) Low enrolment due to low admission in the two-year B. Ed. and M. Ed. programmes after extension of time period of these programmes, (iv) lack of detailed guidelines at grass root level regarding quality practice teaching during internship, and (v) Lack of vision among Teacher Educators are the dilemmas, fear and problems faced by the teacher-educators.

A number of countable researchers have already examined the attitude of teacher-educators and pupil-teachers towards the two-year B. Ed. programme in India since the implementation of the NCTE Regulations, 2014. However, there still needs studies more on two- year B.Ed. programme in India for assessing the practicability of extension of the B.Ed. Programme from one to two-year. The favourable attitude of pupil-teachers and teacher-educators towards the new programme is necessitated for preparing better teachers with sound theoretical knowledge and pedagogical skills and also for successful implementation. So, the present investigation was taken up to measure the attitude of teacher-educators and pupil teachers, that is, how they perceive the programme in West Bengal.

Objectives of the Study: The present study has been conducted with the following objectives:

- 1) To study the attitude of the Teacher-Educators and Pupil Teachers towards Two-Year B. Ed. programme in West Bengal.
- 2) To compare the level of attitude between Teacher-Educators and Pupil Teachers towards Two-Year B. Ed. Programme in West Bengal.
- 3) To compare the attitude of Teacher-Educators towards Two-Year B.Ed. programme in relation to their Gender, Experience, Locality and Types of Institution
- 4) To compare the attitude of Pupil-teachers towards Two-Year B. Ed. programme in relation to their Gender, Locality and Types of Institution.

Hypothesis: Based on the research objectives of the present study, Researchers have framed the following null hypotheses:

- **Ho.1** There exist no significant mean difference in the attitude of Teacher-Educators and Pupil Teachers towards Two-Year B. Ed. Programme in West Bengal.
- **Ho.2** There exist no significant mean differences in the attitude of Teacher-Educators towards Two-Year B. Ed. programme with respect to their Gender, Experience, Locality and Types of Institution.

- **Ho.3** There exist no significant mean differences in the attitude of Pupil-Teachers towards Two-Year B. Ed. programme with respect to their Gender, Locality and Types of Institution.

Operational Definitions of the Terms Used:

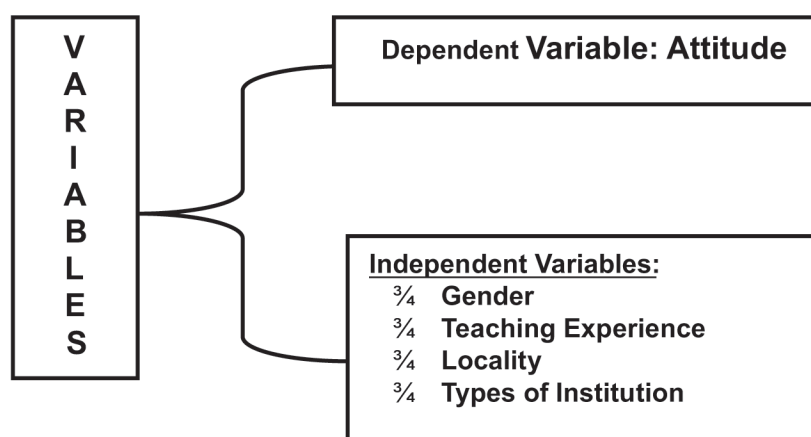
- ❖ **Attitude:** In the present study, the term 'Attitude' meant the opinion or views of the Teacher-Educators and the Pupil-Teachers of the B. Ed. Colleges in West Bengal about the various aspects of the Two-Year B. Ed. Programme with reference to NCTE Regulations, 2014.
- ❖ **Teacher-Educators and Pupil-Teachers:** Here the term 'Teacher-Educators' refers to those teachers who were working as Teachers at the B. Ed. Colleges (both Government-aided and Unaided-Private) in West Bengal and the term 'Pupil-Teachers' refers to students who were pursuing the Two-Year B.Ed. Programme as per the NCTE Regulations, 2014 in the B. Ed. Colleges in West Bengal.
- ❖ **Teachers:** The term 'Teachers' refers to the both Teacher-Educators and Pupil-Teachers in the study.
- ❖ **NCTE Regulations, 2014:** It denotes National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014 published in the Gazette Notification dated 28.11.2014.
- ❖ **B. Ed. Programme:** It refers to the two-year bachelor of education programme leading to the B.Ed. Degree approved by the NCTE Regulations, 2014.

Methodology: To conduct the present study successfully the researchers have used the descriptive type survey method and its approach is quantitative for measuring the attitude of the Teacher-Educators and Pupil Teachers towards Two-Year B. Ed. Programme in West Bengal.

- 1) **The Sample and Sampling Procedure:** For the selection of sample, stratified random sampling technique was adopted for the present study. In keeping the variables of the present study (gender, experience, locality, and types of institution) in mind, 150 Teacher-Educators and 160 Pupil Teachers sample were selected from five Government-aided and five private-unaided B. Ed. Colleges from the Districts of Murshidabad and Kolkata in West Bengal.

- 2) **Tools of the Study:** In order to measure the attitude of the Teacher-Educators and Pupil Teachers towards Two-Year B. Ed. Programme, the researchers developed and used an attitude scale based on Likert's five point scale. It is a bi-polar scaling method to indicate positive or negative response to a statement. This scale consists of 45 items covering different dimension of Two-Year B. Ed Programme. This tool was standardized by applying test-retest method, and test-retest reliability score was 0.73. Content validity of this tool was established with the assistance of experts.
- 3) **Techniques of Data Analysis:** For measuring the attitude of the Teacher-Educators and Pupil Teachers towards Two-Year B. Ed. Programme, Mean, SD (descriptive stat), t - test (Inferential stat) and Bar-graph were employed and also 0.05 level and 0.01 level of significance were used to test the hypothesis.
- 4) **Variables of the Study:**

In the present study two types of variables – four Independent Variables and one Dependent Variable were used. All the variables are diagrammatically presented below:



Analysis and Interpretation:

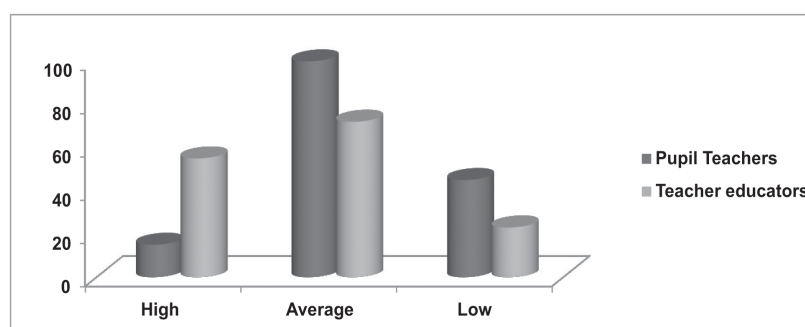
1. Study the Attitude of the Teacher-Educators and Pupil Teachers towards Two-Year B. Ed. Programme in West Bengal.

Table-1: Attitude of the Teacher-Educators and Pupil Teachers According to Scale Norms

Status	Attitude Score Group	Response of the Pupil Teachers	Response of the Teacher-Educators
High	More than 100	15 (9.4 %)	55 (36.6 %)
Average	Between 72 - 100	100 (62.5%)	72 (48 %)
Low	Less than 72	45 (28.1%)	23 (15.3 %)
Total		160	150

Table- 1 shows that 36.6% teacher-educators and only 9.4% pupil teachers came under High Attitude Score Group. 48% teacher-educators and 62.5% pupil-teachers fell under Average Attitude Score Group. In case of Lower Attitude Score Group 15.3% teacher-educators came while 28.1% pupil-teachers fell under this category.

Graph-1: Attitude of the Teacher-Educators and Pupil Teachers towards 2-Year B.Ed.



2. Comparison of the Level of Attitude between the Teacher-Educators and Pupil Teachers towards 2-Year B. Ed. Programme in West Bengal

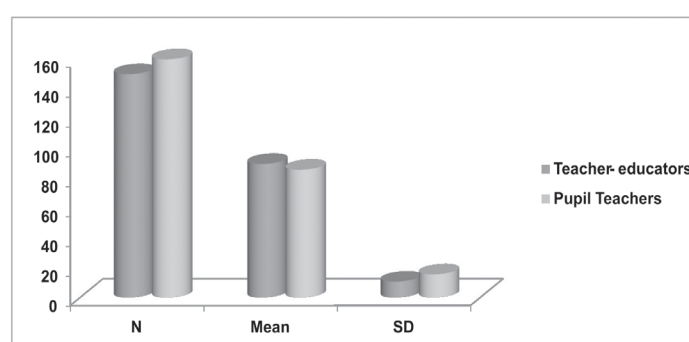
Ho.1 There exist no significant mean difference in the attitude of Teacher-Educators and Pupil Teachers towards Two-Year B. Ed. Programme.

Table - 2: Comparison of the attitude between Teacher-Educators and Pupil Teachers

Group	N	Mean	SD	Difference	df	t-value	Remarks
Teacher-educators	150	89.7	10.6	3.9	308	4.48	*Significant
Pupil Teachers	160	85.8	15.5				

Table -2 shows that the mean score of teacher-educators' attitude is 89.7 whereas the mean score of pupil-teachers attitude is 85.8 and also shows the difference of 3.9. The calculated value of 't' obtained is 4.48, which is greater than the table value of 't' at df 308. The difference between the two groups is significant at 0.05 level and 0.01 levels. Hence, the null hypothesis is rejected. This states that there exit significant difference in the attitude of Teacher - educators and Pupil Teachers towards Two-Year B. Ed. Programme. The comparison between teacher-educators and pupil teachers in respect of their attitude towards Two-Year B. Ed. Programme has been shown through the following Graph-2:

Graph-2: Comparison of the Attitude between Teacher-Educators and Pupil Teachers



3. Comparison of the Level Attitude of Teacher-Educators towards Two Year B. Ed. Programme in Relation to Their Gender, Experience, Locality and Types of Institution.

Ho.2 There exist no significant mean differences in the attitude of Teacher-Educators towards Two-Year B. Ed. Programme with respect to their Gender, Experience, Locality and Types of Institution.

Table-3: Comparison the Level of Attitude of Teacher-Educators in Relation Their Gender, Experience, Locality and Types of Institution

Category	Gr.	N	Mean	SD	Difference	df	t-value	Remarks
Gender	Male	80	80.6	14.4	2.8	148	1.26	Not Sig.
	Female	70	77.8	11.3				
Experience	Below 5 years (exp.)	88	80.5	14.0	1.3	148	0.59	Not Sig.
	Above 5 years (exp.)	62	79.2	12.0				
Locality	Rural	82	79.2	18.8	4.6	148	1.78	Not Sig.
	Urban	68	74.6	12.7				
Types of Institution	Govt.	42	82.8	13.5	11.7	148	6.03	*Sig. (At 0.05 & 0.01 lev.)
	Private	108	94.5	12.7				

Table -3 shows that the mean score of male teacher-educators' attitude is 80.6 whereas the mean score of female teacher-educators' attitude is 77.8 and also indicates the difference of 2.8. The calculated value of 't' obtained is 1.26, which is lower than the table value of 't' at df 148. It is not significant at 0.05 level and 0.01 level. Hence, the null hypothesis is accepted. This means that there exit no significant difference in the attitude of male Teacher - educators and female Teacher - educators towards Two-Year B. Ed. Programme.

On the other hand, the mean score of below 5 years experience teacher-educators' attitude is 80.5 whereas the mean score of above 5 years experience teacher-educators' attitude is 79.2 and also show the difference of 1.3. The calculated value of 't' obtained is 0.59, which is lower than the table value of 't' at df 148. It is not significant at 0.05 level and 0.01 level. Hence, the null hypothesis is accepted. This states that there exit no significant difference in the attitude of below 5 years experience teacher-educators and above 5 years experience teacher-educators towards Two-Year B. Ed. Programme.

Table-3 also shows that the mean score of rural area teacher-educators' attitude is 79.2 whereas the mean score of urban area teacher-educators' attitude is 74.6 and also shows the difference of 4.6. The calculate value of 't' obtained is 1.78, which is lower than the table value of 't' at df 148. It is not significant at 0.05 level and 0.01 level. Hence, the null hypothesis is accepted. This indicates that there exit no significant difference in the attitude of rural Teacher-educators and urban Teacher-educators towards Two-Year B. Ed. Programme.

And finally researchers have found that the mean score of Government-aided teacher-educators' attitude is 82.8 whereas the mean score of unaided-private teacher-educators' attitude is 94.5 and also highlights the difference of 11.7. The calculated value of 't' obtained is 6.03, which is greater than the table value of 't' at df 148. It is significant at 0.05 level and 0.01 level. Hence, the null hypothesis is rejected. This states that there exit significant difference in the attitude of Government-aided Teacher - Educators and unaided-private Teacher - Educators towards Two -Year B. Ed. Programme.

4. Comparison of the Level of Attitude of Pupil-Teachers towards Two-Year B. Ed. Programme with Respect to Their Gender, Locality and Types of Institution

Ho.3 There exist no significant mean differences in the attitude of Pupil-Teachers towards Two -Year B. Ed. Programme with respect to their Gender, Locality and Types of Institution

Table-4: Comparison of the Level of Attitude of Pupil-Teachers with Respect to Their Gender, Locality and Types of Institution

Category	Gr.	N	Mean	SD	Difference	df	t-value	Remarks
Gender	Male	74	66.5	17.7	7.7	158	2.98	*Sig. (At 0.05 & 0.01 lev.)
	Female	86	74.2	14.6				
Locality	Rural	98	70.3	16.5	0.9	158	0.33	Not Sig.
	Urban	62	71.2	17				
Types of Institution	Govt.	55	78.6	11.7	1.8	158	0.85	Not Sig.
	Private	105	80.4	14.4				

Table-4 shows that the mean score of male pupil-teachers' attitude is 66.5 whereas the mean score of female pupil-teachers' attitude is 74.2 and also shows the difference of 7.7. The calculated value of 't' obtained is 2.98, which is greater than the table value of 't' at df 158. It is significant at 0.05 level and 0.01 level. Hence, the null hypothesis is rejected. This states that there exit significant difference in the attitude of male pupil-teachers and female pupil-teachers towards Two-Year B. Ed Programme.

Table-4 also shows that the mean score of rural area pupil-teachers' attitude is 70.3 whereas the mean score of urban area pupil-teachers' attitude is 71.2 and also shows the difference of 0.9. The calculated value of 't' obtained is 0.33, which is lower than the table value of 't' at df 158. It is not significant at 0.05 level and 0.01 level. Hence, the null hypothesis is accepted. This indicates that there exit no significant difference in the attitude of rural pupil-teachers and urban pupil-teachers towards Two-Year B. Ed. Programme.

And finally it has been found that the mean score of Government-aided pupil-teachers' attitude is 78.6 whereas the mean score of private pupil-teachers' attitude is 80.4 and also shows the difference of 1.8. The calculated value of 't' obtained is 0.85, which is lower than the table value of 't' at df 158. It is not significant at 0.05 level and 0.01 level. Hence, the null hypothesis is accepted. This states that there exit no significant difference in the attitude of Government-aided pupil-teachers and unaided-private pupil-teachers towards Two-Year B. Ed. Programme.

Findings, Recommendations and Conclusion :

The following are the findings of the study:

- 1) There exited significant difference in the attitude of Teacher - educators and Pupil Teachers towards Two-Year B. Ed. Programme. The teacher-educators have shown a more positive attitude towards Two-Year B. Ed. Programme than the pupil-teachers.
- 2) There exited no significant difference in the attitude of male Teacher - educators and female Teacher - educators towards Two-Year B. Ed. Programme. The male teacher-educators have shown a little more positive attitude towards than the female Teacher-educators.

- 3) Below 5 years experience teacher-educators have shown a little more positive attitude towards Two-Year B. Ed. Programme than the above 5 years experience teacher-educators.
- 4) The rural area teacher-educators have shown a more positive attitude towards Two-Year B. Ed. Programme than the urban area Teacher-educators.
- 5) The unaided-private Teacher-Educators have shown a more positive attitude towards Two-Year B. Ed. Programme than the Government-aided Teacher-educators.
- 6) There found significant difference in the attitude of male pupil-teachers and female pupil-teachers towards Two-Year B. Ed Programme. The female pupil-teachers have shown a more positive attitude towards Two-Year B. Ed. Programme than the male pupil-teachers.
- 7) The urban area pupil-teachers have shown a little more positive attitude towards Two-Year B. Ed. Programme than the rural area pupil-teachers.
- 8) The un-aided-private pupil-teachers have shown a more positive attitude towards Two-Year B. Ed. Programme than the Government-aided pupil-teachers.

Considering all the findings of the study, it can safely be recommended that the entire gamut of the Two-Year B. Ed. Programme under the NCTE Regulations, 2014 is effective and more promising for preparing professional and accountable teacher-educators as they have hold a more positive attitude towards Two-Year B. Ed. Programme than the pupil-teachers. Only the pupil-teachers need to be oriented with prescribed theoretical knowledge base through viable pedagogical strategies.

The Government-aided intuitions need to pay attention more and more to the student supportive environment and availability of library resources, deployment of quality teacher-educators and quality teaching-learning process in the B. Ed. Colleges situating in the urban areas for developing suitable attitude among the Government-aided pupil-teachers and teacher-educators in urban locality towards the two-year B. Ed. Programme. The attitude of the un-aided-private pupil-teachers and teacher-educators in rural intuitions in West Bengal denotes a message for making a shift in the attitude of the government-aided teacher-educators and pupil teachers in urban areas of West Bengal.

As a whole, the attitude investigated of teacher educators and pupil-students towards the two year B. Ed. Programme irrespective gender, locality, experience and types of institution implies the need to ensure that all the B. Ed. Institutions comply with the norms and standards stipulated in the NCTE Regulations, 2014 for preparing professional teachers in the future ahead. The extension of duration of B.Ed. programme with 16 weeks internship by NCTE will then have rationality.

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