

**Factors Impacting Attitude of Teacher Educators towards Two  
Years B. Ed Programme in Select Colleges of West Bengal**

**A Dissertation Submitted**

**To**

**Sikkim University**



**In Partial Fulfilment of the Requirement for the  
Degree of Master of Philosophy**

**By**

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**PRABIN TAMANG**

## STUDENT'S DECLARATION

I, *Prabin Tamang* hereby declare that the dissertation work entitled “***Factors impacting attitude of teacher educators towards two years B.Ed. programme in select colleges of West Bengal***” is the original work done by me and submitted to the Sikkim University in partial fulfilment of requirements for the award of *Master of Philosophy in Education* under the supervision of *Dr. Anju Verma, Assistant Professor, Department of Education, Sikkim University, Gangtok-737102*, East District of Sikkim.

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**CERTIFICATE**

This is to certify that the dissertation entitled “*Factors impacting attitude of teacher educators towards two years B.Ed. programme in select colleges of West Bengal*” undertaken by the investigator, Mr. Prabin Tamang, a student of M.Phil, Department of Education, School of Professional Studies, Sikkim University, Sikkim has been completed under my guidance and supervision. The dissertation in nature and character is fit for submission in partial fulfilment of the requirement for the degree of Master of Philosophy, Department of Education. The data are original and personally collected by him. It is further certified that this piece of dissertation work has not been submitted to any university for the award of any degree or diploma.

**Date:**

**Dr. Anju Verma**

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## **CHAPTER-I**

### **1.1 INTRODUCTION:**

Education is a kind of thing that almost all of us got, are still getting or are actually giving in approved schools, colleges and universities or other similar places. In this common sense, education refers to official institutionalized education or to those living experiences that are provided by or sanctioned by the state. Its central concern is that students will discern certain things that they do not discern.

In true logic, education of man does not begin at school. It begins at birth. It ends, not when he graduates from the university, but on his death. Hence education is a lifelong process. “Any modifications brought about in the behavior of an individual as a result of his interaction with the environment constitute learning.”

The concept of education is dynamic. It has passed through many ages and stages in the process of evolution and at every stage it has had a different meaning according to the then existing social conditions. The concept of education is still in the process of evolution and this process will never come to an end. Changing times will always demand a revision of the prevailing educational ethics.

### **1.2 TEACHER EDUCATION IN INDIA:**

In this era of rapid explosion of knowledge and advancements in the field of technology, quality education is a great concern for all of us today. Of all the factors that influence the quality of education, the quality of teachers is undoubtedly the most significant. The ability and attitude of teachers depend on the teacher education programme that is in operation.

In this context pre-service teacher education, which is a major part of Teacher Education, assumes great significance. Teacher education is, of course, at the base of all educational systems. The quality and nature of teacher training determines the

nature and success of educational systems. This is what the Delors report had to say about the crucial role of teachers:

Our vision of the coming century is one in which the pursuit of learning is valued by individuals and by authorities all over the world, not only as a means to an end, but also as an end in itself. Each person will be encouraged and enabled to take up learning opportunities throughout life. Hence much will be expected, and much demanded, of teachers have crucial roles to play in preparing young people not only to face the future with confidence but to build it with purpose and responsibility (Delors et al. 1996).

Teacher education is an integral component of the Indian educational system. The constitutional goals, the directive principles of the state policy, the socioeconomic problems and the growth of knowledge, the emerging expectations and the changes operating in education, etc. call for an appropriate response from a futuristic education system and provide the perspective within which teacher education programmes need to be viewed. When our country attained freedom, the then existing educational system was accepted as such because it was through that an abrupt departure from the same would be disturbing and destabilising. Thus a predisposition to retain the system acquires preponderance and all that was envisaged by way of changes was its rearrangement. Consequently, teacher education largely remained isolated from the needs and aspirations of the people. During the last five decades certain efforts have been made to indigenise the system.

Various commissions and committees appointed by the central and the state governments have invariably emphasised the need for quality teacher education suited to the needs for the educational system. The secondary education commission (1953) observed that a major factor responsible for the educational reconstruction at the

secondary stage is teachers' professional training. The education commission (1964-66) stressed that in a world based on science and technology it is education that determines the level of prosperity, welfare and security of the people' and that a sound programme of professional education of teachers is essential for the qualitative improvement of education.

India has a large system of education .there are nearly 5.98 lakh primary schools, 1.76 lakh elementary schools and 98 thousand high/ higher secondary schools in the country, about 1300 teacher education institutions for elementary teachers and nearly 700 colleges of education/ university departments preparing teachers for secondary and higher secondary schools. Out of about 4.52 million teachers in the country nearly 3 million are teaching at primary/ elementary level. A sizeable number of them are untrained or under- trained. In certain regions, like the North-East, there are even under- qualified teachers. As far as in-service education is concerned the situation is not very encouraging. It is estimated that on an average 40 percent of the teachers are provided in- service teacher education once over a period of five years. Regarding non-formal education, though a number of models are in vogue in various states in the country, much more needs to be done to prepare teacher and other functionaries for the system.

### **1.3 B.ED AS A TRAINING PROGRAMME:**

According to NCTE's precise description B.Ed. is called Secondary Teacher Education course. This is the mandatory requirement which is mainly required for teaching at Secondary stage and also the B.Ed. programme is a special training course. At present the continuous and comprehensive evaluation (CCE) kind of training is giving for the student teacher. Nowadays it is again well-known as continuous and comprehensive assessment. B.Ed. training is a skill development

course consisting of teaching skills. In microteaching session student teacher is training with only five skills in the one year duration. Now in the two year B.Ed. duration it is having a lot of time to train all the teaching skills and student teachers has to equip with more number of skills. In B.Ed. course in the state universities they are having six methodology subjects. The regional language will be one of the language methodology subjects. The methodology subjects like social studies, mathematics, biological sciences, physical sciences, English and regional language methods are present in the curriculum. The various skills to teach the methodology subjects with dissimilar methods will be trained in two year B.Ed. curriculum. Hence two year program will helpful to the student teachers to take appropriate guidance and training from their teachers.

Teacher education, then, begins when the prospective teacher enters a teacher training course, frequently in the last two years of undergraduate study or in a concentrated year or more of post-baccalaureate study. The training course extends preceding experiences and from time to time contradicts them. Universally education training courses, training courses in a main spot, and teacher education training courses all make a payment to learning to teach. Teacher education training programmes focus on the facts base of the behavioural sciences but also comprise analyses of the nuance of learners' behaviour, study of strategy and procedure for accelerating and enhancing learning, tentative curriculum, testing one's aptitude to teach, receiving feedback, and learning to become a more efficient teacher.

Teacher education is an enduring effort; enlargement in information and skills continues right through a teacher's career. Practicing teachers learn casually through their everyday experiences in the classroom and their labour with other teachers, officially through staff improvement performances and graduate study.

#### **1.4 ISSUES & CHALANGES IN TEACHER EDUCATION:**

A huge script has appeared on educational quality in recent years, investigative factors that help to progress education and proposing ways to encourage better learning in schools. The concern of quality has become crucial in several countries. In countries like India where with constrained resources, the victorious effort to enhance access to basic education has often led to deteriorating quality of education. In a search for the factors that promote quality, countries programs as well as the literature gradually more highlight teachers, schools, societies and communities as the engines of quality; with teacher quality recognized a primary focus. The speedy changes in society led to teachers facing new and complex issues, consequential in changes in the area of teacher education. One of the generally considerable developments was the creation of special education for children with special needs. For Special education teachers, learning how to efficiently convey subject content is as important as learning as learning this information. Special education teachers must be taught how information, especially more superior and complex subject matter, can be efficiently taught to students in non-traditional ways. Special education teachers also often are mandatory to study additional aspects of psychology and sociology.

Education is a challenging activity. Teacher education is a extra challenging one because the foundation of education including its triumphs and failures as almost entirely dependent on how teachers respond and restore their activities in undertaking multidimensional strategies of teaching. At the same occasion, quality and modern approaches in teaching are not only wanted but also compulsory. Those years are disappeared when only talk and chalk were to be all and end all in teaching-learning. Now with the fast changes and priorities in the field of education, today teachers cannot just sensibly speak to the diverse problems and constraints in teaching-learning



where both the teachers and the learners of any educational institution-rural, urban or otherwise-make a conjoint and communicated endeavour which consolidates and strengthens both knowledge and experience in terms of creativity and critical efficiency in theory and practice. Admittedly, education is a challenging mission, and teacher education is more challenging because it is concerned with teachers who are dedicated to the task or mission of teaching and moulding the minds of youthful learners in inspiring them in value cultivation too in diverse and enlightened directions. The contents and methods of teaching values await a simple, comforting and easily available atmosphere of teaching-learning where values are exercised in an expected atmosphere of freedom and joy. Even the skills for communication at every step ought to be so crystallised and disseminated as to leave a permanent stamp of grace and lucidity, goodness and beauty. Values as mere values in theories or definition rarely make any appeal either to be taught or to be learnt. In fact, no lesson on values becomes effective unless there is a living response for direct cultivation in an ambience of stimulating interest and accrediting appreciation. Values in terms of multi-dimensional components extensively spelt out with newer strategies of pupil-appreciation enjoy avenues of efflorescence in education for fullness.

Education today is a challenge to excellence in every endeavour. Teacher education is a greater and more thrilling challenge because it calls forth more earnestness and better involvement with clarity of vision and transparency of purpose. It is an encouragement within to find out newer avenues of advancement. It is also a peep into the constraints of progress desirable or likely to be desirable in order to crystallize.

The twenty –first century teacher cannot but be well equipped with the latest trends and experiments in education in general and education for children in particular.

Newer and more vibrant areas of education have already come under the purview of teaching-learning. Using the new media that make education interesting and thrilling to the teachers as well as the learners in every educational institutions is rapidly becoming very necessary and popular amongst the teaching and the learning communities. Health education and teaching with special areas like sex education, life style education, gender awareness and aesthetics education, education of the otherwise able, publication stylistics education- all these have now attained immense public attention for educational and professional training right from the school level. It is no longer a novel strategy that teachers especially in metropolitan areas instruct children in schools how to be aware of HIV/AIDS. Encouraging learners in the open and frank discussion on so- called confidential and controversial issues promote education and teaching for healthy citizens of tomorrow.

### **1.5 DURATION OF B.ED. PROGRAMME IN INDIA: A CONCERN**

In this age of fast explosion of knowledge and advancements in the field of technology, excellence education is a great concern for all of us today. Of all the factors that control the quality of education, the quality of teachers is unquestionably the most significant. In fact no improvement or change in education is going to bring a change in the quality of product unless the teachers are of excellence. Nothing is more significant than securing a sufficient supply of high quality candidates to the teaching profession and providing them with the best possible professional training. “excellence of teachers mainly refers to the teachers’ competency in the subject that he/she deals with, capability to use methods and techniques of teaching, capability to appreciate learners’ problems and the teachers attitudinal makeup.” The ability and attitude of teachers depend on the teacher education programme that is in process. In this context pre-service teacher education, which is a key part of Teacher Education,

assumes great importance. In pre-service teacher education if we talk of B.Ed. programme, its duration is a contentious matter, because its duration is varied from 1, 2 or 4 years (4years for integrated B.Ed.) all over India. There is dissimilarity in views with various argument that course duration of B.Ed. should be of 1 year and others arguing that its duration should be more than 1year. These arguments are mostly based on expenditure vs excellence.

### **1.6 NCTE, GOVERNING BODY OF TEACHER EDUCATION:**

The NCTE came into existence by an Act of Parliament, 1993 as a statutory body for achieving planned and coordinated development of teacher Education in the country and to maintain properly the norms and standards in the TE system. The functions of the council were spelt out as follows:

- i) To undertake surveys and studies relating to and published materials on TE.
- ii) To suggest suitable steps to be taken by the Central and State Governments, Universities, UGC and other institutions for preparation of suitable plans and programmes on TE.
- iii) To coordinate and monitor teacher education in the country.
- iv) To lay down guidelines for minimum qualification of Teacher Educators.
- v) To lay down norms for various courses in TE.
- vi) To lay down standards of examinations and other qualifications and criteria for admission to the same.
- vii) To lay down guidelines regarding tuitions fees and other fees chargeable by TE institutions.
- viii) To promote and conduct innovation and research in TE.
- ix) To evolve suitable performance appraisal system and mechanism for enforcing accountability. The Committee appointed by UGC under Chairmanship of Prof.

Khema Lymgdah in 1994 was required to evaluate B.Ed. courses/Distance Education Programmes. The committee made the following chief recommendations:

- i) The duration of B.Ed. course through DE should be of 14 months including personal contact programmes and teaching practices.
- ii) The eligibility for joining the B.Ed. programme should be graduation.
- iii) Student assessment must be compulsory and it must carefully be evaluated by teachers/tutors with constructive comments.
- iv) The personal contact programme of 30 days duration must be compulsory and students must attend at least 75% of these classes.
- v) Teaching practice with at least 40 lessons must be properly organized and monitored by the staff.
- vi) High quality course material must be supplied to the trainees.
- vii) The institutes offering B.Ed. distance Education programme must have adequate course staff both teaching and non-teaching.

The NCTE constituted an Expert Committee under the Chairmanship of Dr. R.C Das on 21st December 1994. After examining all the relevant documents and making discussions with various agencies this Committee gave the following major recommendations:

- i) The pre-service Teacher Education for the first degree/diploma should be only through face-to-face institutional courses of TE of a minimum of one year.
- ii) Part-time face-to-face institutionalized programmes of TE may be considered by NCTE after obtaining detailed information about the duration, staff position, practice teaching and other activities.
- iii) Distance Education mode can be used effectively for in-service education for teaching at all levels.

- iv) Credit point may be given for satisfactory completion of in-service course after evaluation.
- v) As far as possible multimedia packages in instructional format should be developed for in-service education courses.
- vi) All instructional materials should be revised once in every 5 years.
- vii) A TE institution will be considered to be indulging in commercialization if the total recurring receipt per year exceeds the recurring expenditure of that year by more than 10%.
- viii) In order to stop commercialization NCTE may take necessary steps.

The committee appointed under the chairmanship of professor. R. Takwala (1995) made the following recommendations to the UGC and NCTE on B.Ed. courses through DE for in-service teachers.

- i) Each university will admit only those candidates who are working in school system.
- ii) Entry qualification for admission in terms of marks at graduation and selection may be done through a written entrance test.
- iii) The B.Ed. through DE mode will be of 24 months duration.

The 8th five year plan (1992-97) made the following recommendation relating to teacher education. (i) The schemes of DIETs, STs, CTEs and IASEs would continue and the infrastructure would be strengthened. (ii) a large number of teachers will be covered through in-service programmes both institutional and Distance Education system.(iii) the reputed professional organization will be engaged in the conduct of in-service and refresher course for teachers.(v) Open Universities will be encouraged to introduce induction teacher training courses to supplement efforts of the existing training institutions.

The latest curriculum framework, NCFTE-2009 tried to address mismatch of theory and practical in teacher education program by incorporating the socio-cultural contexts of education, giving more emphasis on the field experience of student teachers in all courses through practicum, visits to innovative centers of pedagogy and learning, classroom based research, and internship of longer duration. The Justice Verma Commission (JVC) appointed by the Government of India at the behest of the Honorable Supreme Court of India, submitted its report in 2012. The Commission made several recommendations for revamping the system of teacher education in the country, such as introducing integrated teacher education programme of longer duration, enhancing the duration of existing teacher education programme and upgrading the status of teacher education by making the entire system as part of higher education. To translate the vision of JVC into reality, the National Council for Teacher Education (NCTE) revisited its regulations, norms and standards for various teacher education programmes and notified new Regulations on 1st December, 2014. As per the Regulations the duration of the B.Ed. and M.Ed. programme has been enhanced from one year to two years. The NCERT was the first organization in the country to launch two year B.Ed. programme in 1999 in its four Regional Institutes of Education (RIEs). This programme has been in operation for the last fifteen years. The curriculum and syllabi designed by NCERT are accepted by universities, to which the RIEs are affiliated. According to NCTE 2014 new norms the duration of B.Ed. programme shall be of duration of two academic years, which can be completed in a maximum of three years from the date of admission to the programme. Where the working days shall be at least two hundred working days each year exclusive of the period of examination and admission and the institution shall work for minimum of thirty six hours in a week (five or six days), during which 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.

### **1.7 WHO ARE TEACHER EDUCATORS?**

An easy description of teacher educators is any person who educates teachers. Such a description is too common to be positive in establishing values for teacher educators. Teacher educators are a varied group. Not only do they come from dissimilar backgrounds, but they also work in dissimilar settings. Some work in teacher training institution for teacher education for primary education, some in a teacher training institution for secondary education. Others work in teacher training institutions for specific fields such as the arts, technology, or agriculture. Moreover, there is a rising group of school-based teacher educators co-operating with those who are institution-based and with their students. Teacher educators also have a multiplicity of responsibilities. They teach a subject or pedagogy, and support students who do field work. In addition, teacher educators are more and more expected to develop and carry out courses for experienced teachers and to do research. It is hard to find a satisfying explanation of what a ‘teacher educator’ is. Who defines a teacher educator as ‘a faculty member in a tenure track who had taught at least one required undergraduate professional education course during the preceding twelve months. A teacher educator is someone who teaches at a teacher training institution or supports students’ field work in schools, and contributes substantially to the development of students towards becoming competent teachers. Hence, the teacher educators are everyone those who teach or prepare teachers with the aim of supporting their professional development.

Therefore, we can comprise everyone those who are in teacher training institutions, are responsible for teaching and coaching future, commencing and skilled teachers.

### **1.8 WHAT IS ATTITUDE?**

Attitudes are in fact the projection of emotionalized psychological state. Attitude is an underlying character, which enters along with influences into the purpose of a variety of behaviour towards an object. This word is derived from the Latin word "Aptus". It has on one hand the significance of fitness or connotes a subject or psychological state of preparation for exploit. Attitudes have been defined in a number of the ways. Attitude is positive or negative feeling that an individual holds about objects, persons or ideas. They are generally regarded as enduring thought modifiable by experience and persuasions and as learned rather than innate. The simplest definition is that it is a feeling for or against something.

According to **Allport** (1954) "An attitude is a mental or neural set of readiness exerting directive dynamic influence upon the individual's response to all objects and situations with which it is related." **Allport** (1935) defines it as a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individuals responsive to all objects and situation with which it is related.

**C. V. Good** (1973) defined attitude as, "the predisposition or tendency to react specially towards an object, situation or value; usually accompanied by feelings and emotions".

**Campbell** (1950) said, "An individual's social attitude is a syndrome of response consistency with regard to social objects."



**Thurston** (1946) defines attitude as the degree of positive and negative effects associated to some psychological object. By psychological object he means any symbol, phrase, slogan, person, institution or idea towards which the people can differ with respect to positive or negative effect. An individual who has associated positive affect or feeling with some psychological object is said to be like that object or to have a favourable attitude towards the object. An individual who has associated negative feeling with the same psychological object would be said to dislike that object or to have an unfavourable attitude towards the object. **English and English (1958)** defines attitude as an enduring learned predisposition to behave in a consistent manner towards an object or class of objects, then it can be assumed that attitudes are reflection of need states.

Most definitions seem to agree that an attitude is a state of readiness, a tendency to act/react in a certain manner when confronted with certain stimuli. Attitude is reinforced by beliefs (the cognitive component) and often attracts strong feeling (the emotional component) that will lead to particular forms of behaviour (the action tendency component). Attitudes have many attributes (positive and negative), some attitudes are more enduring than others. For ease of understanding, social psychologists make a rough distinction among these different levels, calling the most superficial one beliefs, the next one attitudes, a deeper level values and a still deeper level personality. These levels must not be thought of as different layers of cake, there are relationships and patterns of connections among these layers.

### **1.9 TEACHER EDUCATION THROUGH DISTANCE APPROACH:**

The post-independence era has seen an exceptional growth at all levels of education. Along with that one could also notice the problems associated with the huge dropouts

and non-school going children, lack of infrastructure and instructional facilities in schools and also large number of untrained and unqualified teachers.

The elementary and secondary teacher education institutions have been small in number to take care of manpower requirements of existing schools and new schools being opened by the government and non-government organizations. The inadequacy of institutions for the pre-service and in-service education of teachers necessitated establishment of new institutions conducting training through distance mode.

It is difficult to have one single definition of distance education. As a matter of fact there are many approaches to defining the term 'Distance Education'. The more commonly used terms relating to distance education are: correspondence study, home study, external studies, independent study, continuing education, distance teaching, self-instruction, technology based or meditation education, flexible learning. Each of these terms has some specific meaning and is used in a context. Corresponding study: a century old system and completely based on self-study materials, organised postal service; Home study: closely associated with the correspondence study, emphasizing the opportunity to learn at home and use of different means for contact such as postal system, telephone, e-mail, radio and television broad casts and audio/video cassettes; Flexible learning: referring to convergence of distance education methods, information technologies and classroom strategies. Flexible learning also emphasises use of multichannel mode for learning, creating educational environment that is learner-centred, keeping in view the individual differences in learning. Distance teaching: emphasising teaching and the teacher rather than on learning and the whole system as in case of distance education, technology-based or mediated education: system of teaching and learning with emphasis on technology like computer/audio/video conference and computer assisted learning etc.

Distance education programmes are (1) need based (2) localized (3) individualized with distance communication (4) participatory (5) process- oriented rather than technique-oriented (6) self-reliance and continuous self-learning and (7) sustainable. Teachers' professional development is viewed as a continuum commencing at entry and induction and continuing with regular in-service programmes throughout teachers careers, therefore, programmes are made need based from teachers as well as community points of view. A professional development takes place regularly and naturally as result of experience and insight into various problems around him. The rationale for an effective in-service teacher education programme is the same as that which implies major enterprise, public or private, to make provision for professional development. The IGNOU has initiated D.E programme (DEP) in collaboration with District Primary Education Project (DPEP) to provide effective in-service education through distance mode. Prior to it, the S.I.T.E experiment in 1975-1976 provided in-service teacher education through distance particularly for science enrichment of primary school teacher. While the impact S.I.T.E experiment was found satisfactory, during the eighties and nineties, the government of India provided financial support as well as planning inputs for improving the subject competency and pedagogic skills of teachers to help achievement of an optimum level of learning.

With a view of popularizing distance education mode for in-service teacher education, different projects are being launched by various agencies, for example the Diploma in Primary Education (DPE) Programme has been jointly launched by the IGNOU and NCERT as an in-service programme of teacher education in the North-eastern States and it is hoped for large scale use of this model throughout the country in the long run. Thus Distance Education programme suitably planned with relevant needs and objectives in view and properly organized can bring about improvement not only in

the teacher education system but also can promote professional development of teachers in general.

The National Council for Teacher Education appointed a committee for Studying Teacher Education Programmes through Distance mode in January 1989 under the Chairmanship of Prof. M.B. Buch. This committee was entrusted with the task of reviewing B.Ed. (Correspondence) course, which made specific recommendations on the Distance Education mode for improving Teacher Education. The committee recommended that the duration of the programme should be 24 months and the duration of the courses need to be provided with professionally developed printed course material. Audio-video packages need to be supplied to supplement the printed material. The internship would be compulsory for 3 weeks and the trainees be attached to regular schools for their practice teaching. Besides, there should be a compulsory contact programme of 12 weeks.

The Central Advisory Board of Education Committee on Distance Education, 1992 made the following recommendations

- 1) Theory and practice should be encourages for necessary applications.
- 2) The training program should promote qualities and values such as empathy particularly for the girl children and other deprived children and right attitude towards profession and society.
- 3) There should be child-centred approach, multi-grade teaching, continuous, and comprehensive evaluation as per M.L.L and ECCE and adoption of play-way activities in TE.
- 4) In-service Programmes need to be related to the specific needs of teachers.

## **1.10 REVIEW OF RELATED LITERATURE**

### **INTRODUCTION:**

Research takes benefit of the knowledge which has accumulated in the past as a result of constant human endeavour. The term review means to view or outlook again and the term “literature” is engaged to comprise anything appropriate to the topic such as theories, letters, documents, historical records, government reports, newspaper, accounts, empirical studies and so forth. In short the review of related literature involves the methodical detection, spot, and examination of documents containing information related to the research problem.

Any valuable research study in any field of knowledge requires a sufficient acquaintance with the works which have previously been done in the same area. An outline of the writings of recognized authorities and of earlier research is based upon past knowledge, this step helps to remove the duplication of what has been done, and provides useful hypotheses and helpful suggestion for considerable investigation. Citing studies that show substantial agreement and those that seem to present conflicting conclusions help to sharpen and define understanding of existing knowledge in the problem area, provide a background for the research project and make the investigator alert of the status of the matter. Even though the search for related literature is time consuming, it is essential for quality research work. Therefore, this review of related literature is designed for the factors impacting attitude of teacher educators towards two year B.Ed. programme.

**Gorain (2017)**Conducted the study on “Views of Teacher educators towards Two-year B.Ed. Programme of West Bengal” The major findings of the study were as follows:

According to 20% of the respondents, strongly agree towards Two-Year B.Ed. programme.

- 1 30% of the respondents agree towards Two-Year B.Ed. programme.
- 2 32.5% of the respondents' undecided towards Two-Year B.Ed. programme.
- 3 15% of the respondents disagree towards Two-Year B.Ed. programme.
- 4 2.5% of the respondents strongly disagree towards Two-Year B.Ed. programme.
- 5 No significance difference between views of Teacher educators teaching in Private and Government institution towards Two-year B.Ed. programme
- 6 No significance difference between views of male and female Teacher educators towards Two-year B.Ed. Programme.
- 7 According to 37.50% of the respondents, the duration of one year is sufficient for preparing of a trained teacher and according to 52.50% the duration of one year is not sufficient time for preparing a trained teacher.
- 8 According to 32% of the respondents, that student will be interested in other programme instead of doing B.Ed. like library science, special B.Ed. etc and according to 20% of the respondents, students will not be interested in other programme instead of doing B.Ed. but 48% respondents told that they couldn't say anything regarding this view.
- 9 In new B.Ed. programme 20 weeks will be provided for practice teaching. According to 30% of the respondents, school administration can manage to provide 20 weeks of practice teaching while 15% respondents said that school administration can't provide 20 weeks of Practice teaching and according to 55% of the respondents, don't give their opinion.

- 10 According to 77% of the respondents, demonstration school is needed within the B.Ed. campus to complete practice teaching properly while 13% respondents said that demonstration school not needed within the B.Ed. campus to complete practice teaching properly and according to 10% of the respondents, they couldn't say anything about this question.
- 11 According to 88% of the respondents, semester system should be adopted for new B.Ed. programme but 12% respondents said that semester system shouldn't be adopted for new B.Ed. programme.
- 12 According to 87.50% of the respondents, CCE should be used for the assessment in new B.Ed. programme and according to 5% of the respondents, CCE shouldn't be used for the assessment in new B.Ed. programme and according to 7.50% of the respondents, they couldn't say anything about this question.
- 13 According to 50% of the respondents, the entrance test should be obligatory for admission in Two year B.Ed. while
- 14 35% respondents said that the entrance test shouldn't be obligatory for admission in Two year B.Ed. and according to 15% of the respondents; they couldn't say anything regarding this view.
- 15 According to 82.50% of the respondents, were agreeing to include Environment issues, Education for children with special needs. Value and peace education and child's right and education in new Two-Year B.Ed. curriculum but 8.25% respondents were disagree and 10% respondent couldn't say anything about their views.

**Choudhury (2016)** conducted a study on innovative practice in teacher education- its implementation. The major findings of the study were as follows:-

1. 90% of the teachers use lecture method.
2. 86% of the teacher educators agreed that the present instructional strategies are insufficient and ineffective.
3. 78% have agreed that only theoretical knowledge of innovative techniques in instructional process is useless.
4. 100% Teacher educators have suggested provision for effective orientation programme regarding innovations and systematic quality based training regarding utilization of technology.
5. 100% Teacher educators have also suggested that changing the mind set of teacher educators will be effective for creating confidence and positive attitude regarding the modernization.
6. 100% Teacher educators have focused that control of NCTE and university is must for integrating innovative techniques in present teacher education system.
7. 94% Teacher educators accepted that they are not facilitated with modern technologies like computer, LCD, teleconferencing etc. Occasionally OHP, slide projectors and traditional audio visual aids are available and use during seminar, workshop etc.
8. 100% teacher educations pointed out that there is no provision of proper training regarding new technologies in teacher education.
9. 100% teacher educators have shown positive attitude regarding the need for innovative practices required in instructional process.
10. 82% teacher educators have shown scepticism about the effectiveness of computer and other innovative techniques in improving learning outcomes.



**Priya (2016)** conducted the study on Impact of two year B.Ed. programme in teacher education. She found in her research that as most of the student teachers possess enough basic content knowledge before admission into B.Ed. course, 86% of the student teachers agree that it is enough to give more treatment in pedagogy of teaching and teaching learning strategies along with a tinge of content tasks for student teachers after admission to the B.Ed. course. Majority of the student teachers agree that one year B.Ed. course in a sufficient/sound time duration for development pedagogical skills in teaching (85%) and knowledge on teaching-learning strategies. 75% of the student teachers agree that one year B.Ed. course must be made effective by lengthening the time available. 71% students agree that allowing sufficient time for practical works in the school and community is needed. 64% feel that revamping the current course and curricula as well two summer months may be added to the academic year. 56% agree that restricting of the programme of students is essential. Approximately equal number of student teachers agrees and at the same time they have no idea regarding at least 220 working days for one year effective B.Ed. courses. While 51% of the student teachers have no idea regarding increase in the working hour per day and 52% expressed no idea on appointment of additional staff for one year affective B.Ed. courses.

Reflections of student teachers on two year B.Ed. programme:

Majority of the student teachers agree that one year B.Ed. is in-sufficient time duration to provide adequate and stable knowledge in content areas (86%), pedagogy of teaching (81%) and developing a sense of positive attitude towards teaching (65%). 57% of the student teachers agree that two-year B.Ed. programme provides greater scope for development of sound knowledge on different areas and knowledge on teaching-learning methodologies while 56% agree that to be competent enough to

transact the content materials to the students meaningfully two years duration is essential. 56% agree that content knowledge may be developed in two year programme. 47% agree that knowledge on pedagogy of teaching learning and approximately equal number of student teachers agrees and at the same time have no idea if two year B.Ed. programme develops skills of student teachers. Majority of the student teachers agree that two year B.Ed. programme intends to develop value related objectives like commitment (42%), accountability (62%) and integrated development of cognitive and non- cognitive aspects of behaviours (45%). But, at the same time they don't have any idea regarding value related objectives like competence (57%), dutifulness towards the profession primary practical oriented (61%).

(71%) of student teachers agree that twenty days community work programme (10 days in part I and 10 days in II part B.Ed. stage) is essential while only 69% of them agree that four-month internship in teaching programme (during part IIb) is needed. 62% that tutorial system will be effective. 60% of them favour community works. 59% of them agree to do substitute teaching. 56% anticipate that they may have to meet the multifarious problem of the school or classroom and internship in teaching may not be quite easy. 54% agree to take up team teaching, practical works relating to work experience.

**Bharat (2016)** Discussed in International conference on Two Years Duration of B.Ed. Course and suggested develop nation do not go for two year B.Ed. course and in India, many Indian education commission and committee like a Radhakrishnan commission 1948- 49, Mudaliar commission 1952-53, Kothari commission 1964-66, Chattopadhyay commission 1985, Yash Pal Committee 1993 and NPE-1986 have not accepted the idea to increase the duration of B. Ed. Course from one year to two years, the Government of India may not increase the duration of B.Ed. course from

one year to two years, so that a large number of poor students trying to become school teachers can be helped and poor states can be saved from spending more money in funding their government managed teacher education colleges than in utilizing the money for improving access and quality in school education.

**Rashmi &Lungsang (2016)** Quality training to develop teaching skills through two year B.Ed. programme: an analysis. In this paper after the analysis the investigators have mainly discussed that “the two- year B.Ed. programme has certain special characteristics. It provides greater scope for development of sound knowledge on different areas i.e. content knowledge, knowledge on teaching-learning methodologies and knowledge on pedagogy of teachers. Some of the value related objective that intend to develop among the trainee teachers are commitment, competence, accountability, dutifulness etc. It will develop commitment and quality in the trainee-teachers towards their profession. It intends to bring integrated development of the trainee-teachers by touching both, cognitive and non-cognitive aspect of their behaviors. It is primarily practical or may be said practice oriented curriculum. It gives stress on practical activities like internal assessment, project works, sessional works, internship in teaching, practice of micro-teaching skills, community works, practical works relating to work experiences innovative ways for conducting practical activities related to health and physical education, work experience, field work with community etc. Two year B.Ed. trains the trainee- teachers properly to meet the varied problems of the school or classroom. It provides scope for pedagogical analysis of the content/curriculum. This pedagogical analysis becomes helpful for healthy integration of contents, methods, theories, practical etc for meaningful transaction. One month pre- internship in teaching programme (during part1 B.Ed. stage) and about three months internship in teaching programme (during part-11B.Ed.

stage), post-internship meet, twenty days community work programme (10 days in part-1 & 10 days for in part-11 B.Ed. stage) etc. Are some of the very special features of this course Incorporation of ICT part will make a teacher efficient, effective and skilful which prepare them to walk with the time of world having technological revolution. Drama and art in education help them to correlate the word and the imaginary world both and make them capable in handling the diverse situation, sometimes came suddenly.

**Nataraja (2014)** conducted the study on the “attitude of teacher trainees towards two year B.Ed. programme and their future” The major findings were as follows:

- 88 % of the teacher trainees join the B.Ed. programme on their own interest.
- 12 % of the Teacher trainees join the B.Ed. programme without other option/opportunity.
- All the teacher trainees joined colleges they liked.
- 60 % of the teacher trainee’s opinion extension of B.Ed. programme from one year to two year is not correct/suitable.
- 48 % of the teacher trainees think spending two year for B.Ed. programme is a waste of time.
- 93 % of the teacher trainees have hope of completing the two year B.Ed. programme. But only 7% of trainees have no hope.
- 90 % of the teacher trainees think quality of teacher trainees will improve by increase of two years.
- 95 % of the teacher trainees have hope of getting good job and 90% have hope of getting government job in future and 95% have hope of getting good private job.

- 48 % of the teacher trainees join the B.Ed. programme for only knowledge purpose.
- 85 % of the teacher trainees have humbleness to become a teacher.
- 47 % of the teacher trainees told now the teaching profession have no purity/ reverence.
- 60 % of the teacher trainees have stage fear.

**Sushma (2014)** conducted the study on the “Attitude of Teacher Educators’ Towards Two Years B.Ed. Programme”

Objectives of the study were: To find whether there is any significant difference in the Attitude towards two years B.Ed. Programme of teacher educators for the subsamples classified on the basis of a) Gender b) Type of institution c) Experience.

Major findings of the study were:

1. Some of the teacher educators accepted the two years B.Ed. programme as it enhances teaching ability, teacher educators get more time to mould the students perfectly, students get more time learn teaching more skills at training.
2. But whereas most of the teacher educators denies two years B.Ed. programme, they feel that whatever students able to learn in
3. one year that extends to another year it bores the students. For B.Ed. holders there is less job opportunities as TET is there most of the B.Ed. holders will not qualify and they remain unemployed.
4. Most of the teacher educators suggested that it is good when the subject Education should introduce in all the P.U.C and B.A level of education.

5. They suggested that after three years of degree B.Ed. is two years, then M.Ed. is two years after that M.A. M.Com, M.Sc. is two years this long run of years makes the students not to opt B.Ed. course. It may lead to decreasing of enrolment ratio for B.Ed. course.

6. They suggested that as B.Ed. is also bachelor's degree let it be for one year and M.Ed. for two years. 7. They suggested that if B.Ed. and M.Ed. is for two years then they should exempt the M.A. M.Sc. or M.Com for recruitment as teacher educator at B.Ed. and M.Ed.

**Chakrabarty & Behera (2013)** conducted the study on “Attitude of the Female Teacher-Trainees towards the Existing B.Ed. Syllabus of the University of Burdwan: An Empirical Study” This study was undertaken by the investigator to measure the level of difference in attitude among various categories of female teacher- trainees towards the present B.Ed. curriculum of the University of Burdwan. The attitudinal difference was measured by administering inferential statistics on the raw scores of the various types B.Ed. students. The level of significance of attitudinal difference was judged on the basis of paired T-tests. It was found that significant attitudinal difference exists only in case of this pair of secondary teacher-trainees viz. Fresher Female Govt. and Fresher Female Private B.Ed. students. The investigators study was a rigorous initiative and was conducted consistently keeping in mind the untiring effort associated with purpose of research work.

**Mishra (2007)** studied the Reaction of Pupil Teachers of Two-year B.Ed. Course towards Teaching and Teacher Education. It was found in the study that:

1. 95% of the sampled pupil teachers considered teacher training as an essential input for becoming a successful teacher. According to these pupil teachers, training is

essential to be an effective teacher, no matter at what stage of education he/she is teaching.

2. 84% of the sample of pupil teachers specifically expressed their interest in teaching at the school level, and others expressed their interest in teaching at the college level after doing their M.Ed.

3. Regarding the question of inadequacy of one-year training, a majority (64%) felt that one-year training is inadequate.

4. 76% of the sample agreed that the two-year program would provide more effective training than the one year at present.

5. 82% of the pupil teachers said that they decided rationally to pursue the two-year B.Ed. course without any compulsion or bias. They did so as they intended to become teachers instead of pursuing any other occupation.

6. Above 90% of the sample were confident that they would gain proficiency in content and methodology after completing the two-year curriculum.

**Gill & Saini (2005)** conducted a study on the effect of teacher education on attitude of student – teachers towards the teaching profession. It was found that:

1. Students taking admission to the B.Ed. programme had favorable attitude towards the teaching profession.

2. Data further reveal that attitude became more favorable as mean score shows at the end of the programme.

3. It can be inferred that teacher education plays significant role in developing favorable attitude of student teachers towards the teaching profession.

4. Qualification and marital status had no significant relationship with change in attitude towards teaching profession.

**Bhattacharjee (1999)** 'Emerging Paradigms of 2years B.Ed. Programme' University News, 37(36).6-7 Suggested that still increasing the duration will not serve the purpose. Before starting the new system of increased duration of B.Ed. programme, we should be prepared for the maintenance of the new system, as most of the new untested systems are prone to errors and problems. Will the schools be open for internship? If admissions are given in every two years or if intake is cut down by half will the education system be in a position to stand social pressure? Will the Government of India make some policy to attract bright students toward B.Ed. programme after increasing its duration? Though these questions are at present unanswered we have to find more alternative solutions to different problems. We should not be discouraged looking only to a few alternatives. We have to find more and more logistic and foolproof solutions to make our B.Ed. programme more realistic and quality oriented. We have to work hard to make the entire spectrum of B.Ed. forward looking. We have to maximize our strengths and minimize our weaknesses. We have to cross thousands of hurdles in the journey to make our education, life oriented and better than the best.

**Bhatia (1987)** evaluated new B.Ed. Curriculum in the colleges of education affiliated to the University of Bombay. The main objectives were: (1) to study the relevance of the topics in the revised B.Ed. curriculum, (2) to study the relevance of practice teaching program, (3) to study the effectiveness of the evaluation scheme in the new B. Ed. Curriculum, (4) to suggest improvements. The study employed the normative and descriptive survey method. The main conclusions of the study were:- There were some important changes in the new B. Ed. syllabus on one hand; while on the other hand; quite a few topics were repeated. Implementations of new curriculum were found to be difficult. Teacher-educators unanimously agreed that the area of practice



teaching was the most important part of B. Ed. program. A large majority found the B. Ed. curriculum mechanical and book-oriented. The study indicated that the theory load should be brought down and the ratio of the theory and practice should be fifty: fifty.

**Seethramu (1986)** conducted a survey of Secondary Teacher Education of ISEC, Bangalore. This was a status study of institutions of teacher training at secondary level and the status of teacher-educators working there in the „institutional“ status in terms of physical facilities, admission procedure and finance „individual“ status of teacher-educators in terms of personal, social, economic and professional status were investigated. The study covered teacher training institutions and staff working there which came under the purview of Bangalore University. The survey canvassed two schedules-one for institutions and the other for teacher-educators in these institutions. The major findings were: Most of the institutions were located in Bangalore city and majority of them were non-residential in nature, with strength of 100 or less students. The criteria of admission of candidates varied from institution to institution. Most of the institutions were run in their university buildings and had adequate facilities of demonstration-cum-practice teaching schools attached to them or cooperating schools nearby. Library facilities were better in aided institutions as compared to those in unaided institutions. The output (out-turn) of students from aided institutions was better from unaided institutions. The unaided institutions mostly attracted unmarried women which was not so in aided institutions which had mostly married male members in the staff list. This indicated that unaided institutions had unmarried women working on a consolidated salary. The work load of staff was greater in unaided institutions. The work-load of staff members varied from 3 periods to 18 periods per week. Supervision of lessons ranged from 200-500 lessons per year.

Salary status of teachers in aided colleges was better than those in unaided colleges. Only a few staff members had attended seminars/conferences at state level.

**Dash (1985)** conducted a study an Investigation into the Development of Teacher Education Program in Orissa with reference to Motivation, Cost Structure and Quality. The objectives of the inquiry were: (1) to study the factors that motivated the authorities to set up private training colleges, (2) to study the factors that prompted the trainees to pursue B. Ed. course, (3) to ascertain the sources of finance, private costs and unit cost of the B. Ed. program and (4) to determine the quality of B.Ed. programme. The data was collected from all the B. Ed. colleges of Orissa state; except the Regional College of Education Bhubaneswar. Descriptive statistical techniques were used for data analysis. The findings of the study were: The private training colleges were established mostly with commercial motives and parochial feelings. Inadequate physical facilities, insufficient teachers, poor quality of trainees, unsuitable practice teaching and undue expansion of training colleges was reflected in the poor status of teacher training colleges programs in the state. Faulty admission procedure for trainees and their negative attitude towards teaching profession were other indicators of poor performance of the training program. There was no uniformity in the B. Ed. curriculum of the three universities of the state. The provision of in-service education of teacher-educators was inadequate. The pupil teacher ratio in government colleges was 9:1 and private colleges were 23:1. Trainees of private institutions paid tuition fees and capitation fee, unlike their counterparts in government training colleges. The private training colleges were mainly financed by the contributions of the trainees.

**Deo (1985)** studied the Practical Program other than Practice Teaching in Teacher Education Institutions. The objectives of the study were:(1) to study the role of

practical work (beside practice teaching) in a secondary teacher education program, (2) to survey the nature and type of practical work (other than practice teaching) in secondary teaching education institutions in Delhi, (3) to study how these programs of practical work were actually implemented, (4) to survey the perception of student-teachers about the objectives to be achieved and (5) the reasons for non-fulfilment to the desirable extent and (6) to suggest effective schemes of practical work. The findings of the study were: Most of the student-teachers felt that „lack of time“ was a major factor which was not able to achieve the objectives of the practical program. For work experience and socially useful productive work, sufficient time and guidance were not provided to the students by the teachers and also there was no provision for them in the time table. Physical education and participation in games & sports were taken casually by student-teachers. Co-curricular activities were not organized according to interests and needs of the students. There was no provision for psychology practical which would give student-teacher opportunities for application of theories of learning.

The National Policy on Education (1986) expects a lot from teachers by putting tremendous faith and responsibility on them, since it boldly opined, “No people can rise above the level of its teachers.” It further stated, “Status of the teacher reflects the socio-cultural ethos of a society.”

**Hemabujan (1983)** conducted a critical study of Teacher Education at secondary level in Tamil Nadu. The objectives of the study were: (1) To conduct a survey of teacher education at secondary level to make a critical appraisal of the B. Ed. program in Tamil Nadu, at its operational set-up, (2) To report briefly on the historical background, (3) To report a comparative study of the contemporary Teacher Education program at secondary level in advanced countries abroad, with reference to that in

India and in Tamil Nadu, (4) To locate the differences in the system here, if any and suggest remedies. The data was collected from all the colleges of education in Tamil Nadu through a comprehensive questionnaire, which collected data regarding the functional aspects of teacher education. The opinions of teacher-educators on various aspects and their suggestion for improvement and remedies for the defects or shortcomings in the program were collected. An interview schedule was also used for collecting data. The Findings of the study were: The state government controlled the recruitment of all teacher-educators. Selection was done on the reservation basis. The service of teacher-educators was secure and their salaries were paid. The comprehensive B. Ed. curriculum was not effectively implemented due to time shortage, semester internal assessment etc. The revised B. Ed. syllabus in force in Tamil Nadu was appropriate and fulfilled the requirements on the professional side, but lacked in the content knowledge of the academic subjects.

**Srivastava (1982)** conducted a study on Effectiveness of the Teacher Education Program. The main objectives of study were: (1) To study the actual position of resources, (2) Existing conditions, (3) Working condition of teacher education program, (4) To study the qualitative and quantitative characteristics of the program's end-product, (5) To study opinions regarding quality and sufficiency of existing conditions, (6) Working of the program from the point of view of organization of professional education of secondary teachers and (7) To ascertain the most desirable changes needed for making the program effective. The study was a normative survey. All Teacher Education Departments of 10 affiliated colleges of Avadh University were included in the study. Data was collected with the help of questionnaire. The major findings were: The ten colleges, having a teacher education department were unequal in size and facilities and none was initially opened with the intentions of

providing facilities of Teacher Education. The colleges were on the government grant list; hence there was no problem of staff salary payment. Except SC &ST student trainees, all other were required to pay fees. The Teacher-Educator, Student-Teacher ratio was 1:14. Facilities for non-teaching staff were inadequate. Admission rules, as prescribed by the state government were followed, which had many drawbacks. The whole program comprised theory, teaching practice and sessional work. Average working days were only 118. Immediately desired changes in the programme were in its curriculum, organization of practice teaching, admission and evaluation procedures, establishment of independent colleges of education, teacher-educators orientation and research facilities.

#### **1.11 SUMMARY OF REVIEW OF RELATED LITERATURE:**

On the basis of studies undertaken by Gorain (2017) Choudhury (2016) it is concluded that the 30% of the respondents agree towards Two-year B.Ed. programme and there is no significance difference between views of Teacher educators teaching in Private and Government institution towards Two-year B.Ed. programme. According to 32% of the respondents, that student will be interested in other programme instead of doing B.Ed. like library science, special B.Ed. etc and according to 20% of the respondents, students will not be interested in other programme instead of doing B.Ed. and 100% Teacher educators have suggested provision for effective orientation programme regarding innovations and systematic quality based training regarding utilization of technology. 100% Teacher educators have also suggested that changing the mind set of teacher educators will be effective for creating confidence and positive attitude regarding the modernization. 100% Teacher educators have focused that control of NCTE and university is must for

integrating innovative techniques in present teacher education system. From the researches undertaken by Priya (2016), Bharat (2016), Rashmi & Lungsang (2016), Nataraja (2014), Sushma (2014) The student teachers possess enough basic content knowledge before admission into B.Ed. course, 86% of the student teachers agree that it is enough to give more treatment in pedagogy of teaching and teaching learning strategies along with a tinge of content tasks for student teachers after admission to the B.Ed. course. Two year B.Ed. trains the trainee- teachers properly to meet the varied problems of the school or classroom. It provides scope for pedagogical analysis of the content/curriculum. This pedagogical analysis becomes helpful for healthy integration of contents, methods, theories, practical etc for meaningful transaction. 90% of the teacher trainees think quality of teacher trainees will improve by increase of two years. And some of the teacher educators accepted the two years B.Ed. programme as it enhances teaching ability, teacher educators get more time to mould the students perfectly, students get more time learn teaching more skills at training. Attitude of the Female Teacher-Trainees towards the Existing B.Ed. Syllabus of the University of Burdwan: An Empirical Study conducted by Chakrabarty & Behera (2013) it was observed after determining the level of significance it was found that significant attitudinal difference exists only in case of this pair of secondary teacher-trainees viz. Fresher Female Govt. and Fresher Female Private B.Ed. students. The Reaction of Pupil Teachers of Two-year B.Ed. Course towards Teaching and Teacher Education conducted by Mishra (2007) it was found that 76% of the sample agreed that the two-year program would provide more effective training than the one year at present and they are confident that they would gain proficiency in content and methodology after completing the two-year curriculum. From the study conducted by Gill & Saini (2005), Bhattacharjee (1999), Bhatia (1987) observed that students

taking admission to the B.Ed. programme had favorable attitude towards the teaching profession and also the teacher-educators unanimously agreed that the area of practice teaching was the most important part of B. Ed. program.

## **CHAPTER-II**

### **THE PROBLEM**

#### **2.1 RATIONALE OF THE STUDY:**

The teacher educators train excellence teachers who in turn develop the quality of school education and also develop the learning stage of children. The teacher educators are equipped all the way through Bachelor of Education (B.Ed.) teacher training course. It means excellence of teacher educators depend on B.Ed. training course. In this way, a lot of efforts were made by implementing the recommendations of policy documents. Recently Justice Verma Commission (2012) recommended that B.Ed. training course should be of two years with sufficient stipulation to bring out into specializations in curriculum studies, pedagogic studies, finance, policy and foundational studies. NCTE has also brought out for National Curriculum Framework for Teacher training programme during 1978, 1988, 1998 and 2009 and recommended to get better quality of B.Ed. teacher training course. The UGC and RCI also prepared efforts on this direction. But it is felt that the existing B.Ed. teacher training programmes are of universal character and unable to prepare excellence teacher educators. And also in order to respond to the demands of changing school curricula, the National Council for Teacher Education (NCTE) has brought out Teacher Education Curriculum Frameworks from time to time. The outcome of teacher-education has become a serious topic to analysis for the present scenario so everyone of us should be clearer about the consequential part of teacher-education from upshot query. Upshot query clear that there should be the profit of teacher - education programme and the teachers will do for the self and the society, and there should be clear reason behind infinite amount of money spending on teacher-education



programme. There are certain controversies because of the changing duration of the B.Ed. course among teachers and teacher trainees. According to NCTE regulation 2014 new norms the duration of B.Ed. programme shall be of duration of two academic years, during which 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. Keeping in view the above issues of Teacher Education the investigator has decided to do his dissertation work on factors impacting attitude of teacher educators towards two years B.Ed. programme.

## **2.2 STATEMENT OF THE PROBLEM:**

“Factors impacting attitude of teacher educators towards two years of B.Ed. programme in select colleges of West Bengal”

## **2.3 RESEARCH QUESTIONS:**

1. What are the factors impacting attitude of teacher educators of B.Ed. colleges of West Bengal towards two years B.Ed. Programme?
2. What are the factors impacting attitude of male and female teacher educators of B.Ed. colleges of West Bengal towards two years B.Ed. programme?
3. What are the factors impacting attitude of government and private teacher educators towards two years B.Ed. programme?

## **2.4 OBJECTIVE OF THE STUDY:**

- 1) To study the factors impacting attitude of teacher educators towards two years B.Ed. programme.
- 2) To study the factors impacting attitude of male and female teacher educators of B.Ed. colleges of West Bengal towards two years B.Ed. programme.

- 3) To study the factor impacting attitude of government and private teacher educators towards two years B.Ed. programme.

## **2.5 OPERATIONAL DEFINITIONS OF THE TERM USED**

**Attitude:** In the present study attitude refers to attitude of the teacher educators about two years B.Ed. programme. For this purpose a self-constructed questionnaire is been used.

**B.Ed. Programme:**It refers to newly approved two years B.Ed. teacher training programme by National Council for Teacher Education (NCTE) regulation 2014.

**Teacher educators:** In the present study it refers to the teacher educators teaching in B.Ed. Colleges of west Bengal.

## **2.6 DELIMITATIONS OF THE STUDY**

- 1) The present study is delimited to 20 B.Ed. Colleges situated in West Bengal.
- 2) The present study is delimited to 100teacher educators of B.Ed. Colleges of West Bengal.
- 3) The study is delimited to the teacher educators of B.Ed. College only.

## **CHAPTER-III**

### **3.1 RESEARCH METHODOLOGY:**

In the earlier chapters, research studies were reviewed with a purpose to ascertaining factors impacting attitude of teacher educators of select B.Ed. colleges of west Bengal towards two years B.Ed. programme. In this chapter, the researcher has gathered the data for testing or answering the research questions. This chapter describes the methodology and procedure that has been chosen for achieving the objectives mentioned in the previous chapter.

Therefore to put in effect the objectives of the present study, the descriptive survey method was considered appropriate for gathering data about the factors impacting attitude of teacher educators of select B.Ed. Colleges of West Bengal about two years B.Ed. programme.

### **3.2 POPULATION:**

The whole aggregation of items or group of individuals from which samples can be drawn is known as population. It consists of all aspects of individuals of their attributes that can be described as having as unique type of characteristics or qualities. For the current study all the 3,678 teacher educators of B.Ed. colleges of West Bengal constituted the population of the study.

### **3.3 SAMPLE:**

The representative proportion of the population is known as sample. A sample is a cluster of folks, objects, or events that represents the characteristics of the larger group from which the sample is drawn. The population of the study includes the teacher educators of B.Ed. colleges of West Bengal. For the present study 100 teacher

educators has been taken from 20 B.Ed. colleges of West Bengal. In order to achieve the objectives of the study simple random sampling technique is used

**Table 3.1: The distribution of the sample on the basis of Gender, Private and Government teacher educators of B.Ed. colleges of West Bengal.**

Sl. No.	Name of B.Ed. Colleges	Types of B.Ed. Colleges	Gender		Number of Teacher Educators
			Male	Female	
1	Institute of Education (PG) for Women, Chandan Nagar, Hooghly.	Government	2	3	5
2	Institute Of Education for Women, Hastings House (CTE)		-	5	5
3	Govt. Training College (CTE), (Boys), Chawkbazar, Hooghly, West Bengal -712103		2	3	5
4	David Hare Training College.		1	4	5
5	Satyapriya Roy College of Education (salt lake Kolkata)		3	2	5
6	Ramakrishna Mission Sikshanamandira (Belur Math Howrah)		1	4	5
7	Govt.college of education, Banipur.		2	3	5
8	Pailan College Of Education		1	4	5
9	Government Teachers Training College Malda		2	3	5
10	Vidyasagar Teachers' Training Institute.		3	2	5
11	Sammilani Teachers' Training College	Private	2	3	5
12	Calcatta Girls B.Ed. College		-	5	5
13	Acharya Jugdish Chandra Bose College		3	2	5
14	Kamala Devi Sohanraj Singhvi, Jain College of Education		4	1	5
15	Central Modern College of Education.		3	2	5
16	Scottish Church B.Ed. college		2	3	5
17	Surendralal Das Teachers' Training College		3	2	5
18	El. Bethel B.Ed. College		3	2	5
19	Vidyasagar College of Education (Darjeeling)		3	2	5
20	St. Xavier's B.Ed. college.		2	3	5
<b>Total</b>			42	58	100

### **3.4 TOOLS USED:**

For conducting a research work many data gathering tools are required for the collection of certain type of evidence or information of data from the relevant field. To evaluate the factors impacting attitude of teacher educators towards two years B.Ed. programme, self-constructed Questionnaire was developed by the investigator to gather information and the self-constructed questionnaire has covered six (6) dimensions; which are as follows:

**1) Admission procedure and fee:**

For the first dimension a set of 4 questions were developed i.e. question no. 1,2,3,4.

**2) Duration of (working days) the course:**

For the 2<sup>nd</sup> dimension a set of 16 questions were developed i.e. question no. 5,6,7,8,9,10,11,12,13,14,22,24,25,28, 38,40.

**3) Curriculum of the course:**

For the 3<sup>rd</sup> dimension a set of 10 questions were developed i.e. question no. 15,16,17,18,19,20,21,22,23,24.

**4) Internship/pedagogical skills and practice teaching:**

For the 4<sup>th</sup> dimension a set of 9 questions were developed i.e. question no. 25,26,27,28,29,30,31,32,33.

**5) Assignment:**

For the 5<sup>th</sup> dimension a set of 2 questions were developed i.e. question no. 34, 35 was administered.

**6) Others (general questions):**

For the 6<sup>th</sup> dimension a set of 5 questions were developed i.e. question no. 36, 37,38,39,40.

The set of self-constructed questionnaire consists of 40 items. 39 items were decided to be as close ended questions, which is categorized as YES Or NO and the 40<sup>th</sup> question was open ended question.

Henceforth, in order to collect the data for the present study a questionnaire was developed to collect information about factors impacting attitude of teacher educators of select B.Ed. Colleges of West Bengal.

### **3.5 CONSTRUCTION OF TOOL:**

The first and foremost process for construction of the tool was prepared by the researcher on the basis of the different research questions and objectives as laid down to find out the factors impacting attitude of teacher educators towards two years B.Ed. programme in select B.Ed. colleges of West Bengal. Hence, keeping in view the aims and objectives of the study in mind, 70 self-made questions were prepared for study to be carried on. The question was then modified under the guidance of the supervisor. After that the questionnaire was send to 4 experts. Previously the total number of questions sent to the experts was 50 in number. After the examination of the questions by the experts, 10 questions were removed and it was decreased to 40. Out of the 40 self-made questionnaires, 39 questions were finalized as Close-ended questionnaire and 1 questionnaire was finalized as Open-ended questionnaire.

### **3.6 PROCEDURE OF DATA COLLECTION:**

Initially the sample was selected using simple random sampling techniques. Permissions were asked from the Principals/HODs of the select B.Ed. colleges of West Bengal and then the tool was administered on the sample and data was collected from 100 teacher educators.

The teacher educators were requested to respond to all items. The investigator at the time of data collection also explained and clarified the response procedure. All items were verbally communicated also. The data collected was organized in a table and appropriate percentage wise analysis is been done as per objectives were computed. The Scoring was done according to percentage wise procedure for 39 items and since item no. 40 is an open ended question and hence the feedback of every teacher educators are carefully studied and discussed. Thus all the precautions and procedure of data collection was followed by the investigator. Therefore, the interpretation and discussion of the findings have been discussed in the light of previous studies.

### **3.7 STATISTICAL TECHNIQUES USED**

The chief objective of the study is to study the factors impacting attitude of teacher educators towards two years B.Ed. programme in select colleges of West Bengal. The technique of the study is therefore testing through self made questionnaire. Scoring is done through percentage wise analysis for 39 items and carefully studied and discussed the feedback of every teacher educators for 40<sup>th</sup> item which was open ended question and each of the item present in the questionnaire in order to test the factors impacting attitude of the teacher educators towards two years B.Ed. programme.

## **CHAPTER-IV**

### **ANALYSIS AND INTERPRETATION OF DATA**

#### **4.1 INTRODUCTION:**

Analysis and interpretation measured as the fundamental component of the research work. It is associated with the drawing of inference from the collected facts after an analytical study. Analysis of data means studying the organized material in order to discover inherent facts. These data are studied from various angles in accordance with the objectives of the study either to explore new facts or to interpret already existed facts. The utility of collected information is in its proper analysis and interpretation.

The first objective of the present study is to study the attitude of teacher educators towards two years B.Ed. programme.

#### **4.2 PERCENTAGE WISE ANALYSIS OF 39 ITEMS FOR THE ANALYSIS OF THE FIRST OBJECTIVE:**

##### **ATTITUDE OF TEACHER EDUCATORS TOWARDS TWO YEARS B.ED. PROGRAMME.**

The attitude of teacher educators towards two years B.Ed. programme was assessed by means of developing and administering the questionnaire. As such, the factors impacting attitude among the teacher educators towards 2 years B.Ed. programme is analysed with respect to the different items included in it.

##### **4.2.1 Item no. 1. Is the two years B.Ed. programme very costly?**

The data pertaining to this item has been presented in table 4.1

**Table – 4.1 percentage wise analysis of item no.1**



<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>60%</b>	<b>40%</b>

In the above table no. (4.1) on this item out of 100 teacher educators 60% responded as YES! And 40% of the teacher educators responded as NO! So, from this, it is clear that 60% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 40% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Is the two years B.Ed. programme very costly?” hence, the majority of the teacher educators’ response indicates that the two years B.Ed. programme is very costly.

#### **4.2.2 Item no. 2. Whether two years B.Ed. programme is affecting the financial status of student teachers?**

The data pertaining to this item has been presented in table 4.2

**Table – 4.2 percentage wise analysis of item no.2**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>78%</b>	<b>22%</b>

In the above table no. (4.2) on this item out of 100 teacher educators 78% responded as YES! And 22% of the teacher educators responded as NO! So, from this, it is clear that 78% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 22% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “whether two years B.Ed. programme is affecting the financial status of student teachers?” hence, the majority of teacher educators’ response

indicates that the two years B.Ed. programme is affecting the financial status of student teachers.

**4.2.3 Item no.3. Interviews, group discussions along with common entrance tests marks should be introduced for selecting the candidates?**

The data pertaining to this item has been presented in table 4.3

**Table – 4.3 percentage wise analysis of item no.3**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>80%</b>	<b>20%</b>

In the above table no. (4.3) on this item out of 100 teacher educators 80% responded as YES! And 20% of the teacher educators responded as NO! So, from this, it is clear that 80% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 20% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Interviews, group discussions along with common entrance tests marks should be introduced for selecting the candidates?” hence, the majority of the teacher educators’ response indicates that the Interviews, group discussions along with common entrance tests marks should be introduced for selecting the candidates.

**4.2.4 Item no.4. Will it be better if there is a basic unit of 50 students with a maximum of two units in B.Ed. programme?**

The data pertaining to this item has been presented in table 4.4

**Table – 4.4 percentage wise analysis of item no.4**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>87%</b>	<b>13%</b>

In the above table no. (4.4) on this item out of 100 teacher educators 87% responded as YES! And 13% of the teacher educators responded as NO! So, from this, it is clear that 87% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 13% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Will it be better if there is a basic unit of 50 students with a maximum of two units in B.Ed. programme?” hence, the majority of the teacher educators’ response indicates that it will be better if there is a basic unit of 50 students with a maximum of two units in B.Ed. programme.

**4.2.5 Item no. 5. Do you feel that the duration of the two years B.Ed. course is lengthy and wastage of time?**

The data pertaining to this item has been presented in table 4.5

**Table – 4.5 percentage wise analysis of item no.5**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>47%</b>	<b>53%</b>

In the above table no. (4.5) on this item out of 100 teacher educators 47% responded as YES! And 53% of the teacher educators responded as NO! So, from this, it is clear that 47% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 53% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you feel that the duration of the two years B.Ed. course is lengthy and wastage of time?” hence, the majority of the teacher educators’ response indicates that the duration of the two years B.Ed. course is not lengthy and not a wastage of time.

**4.2.6 Item no. 6. Are you satisfied with the present changes in the duration of B.Ed. course?**

The data pertaining to this item has been presented in table 4.6

**Table – 4.6 percentage wise analysis of item no.6**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>56%</b>	<b>44%</b>

In the above table no. (4.6) on this item out of 100 teacher educators 56% responded as YES! And 44% of the teacher educators responded as NO! So, from this, it is clear that 56% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 44% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Are you satisfied with the present changes in the duration of B.Ed. course?” hence, the majority of the teacher educators’ response indicates that they are satisfied with the present changes in the duration of B.Ed. course.

**4.2.7 Item no. 7. Do you think that the present two years B.Ed. course is more effective than the previous one year B.Ed. course?**

The data pertaining to this item has been presented in table 4.7

**Table – 4.7 percentage wise analysis of item no.7**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>66%</b>	<b>34%</b>

In the above table no. (4.7) on this item out of 100 teacher educators 66% responded as YES! And 34% of the teacher educators responded as NO! So, from this, it is clear

that 66% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 34% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that the present two years B.Ed. course is more effective than the previous one year B.Ed. course?” hence, the majority of the teacher educators’ response indicates that the present two years B.Ed. course is more effective than the previous one year B.Ed. course.

**4.2.8 Item no. 8. Will trainee teachers suffer from mental pressures with the duration minimum two years B.Ed. course?**

The data pertaining to this item has been presented in table 4.8

**Table – 4.8 percentage wise analysis of item no.8**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>47%</b>	<b>53%</b>

In the above table no. (4.8) on this item out of 100 teacher educators 47% responded as YES! And 53% of the teacher educators responded as NO! So, from this, it is clear that 47% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 53% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Will trainee teachers suffer from mental pressures with the duration minimum two years B.Ed. course?” hence, the majority of the teacher educators’ response indicates that the teacher trainee will not suffer from mental pressures with the duration minimum two years B.Ed. course.

**4.2.9 Item no. 9. Do you think that the extension of B.Ed. course would lessen the interest of students towards studies as it becomes a time consuming process?**

The data pertaining to this item has been presented in table 4.9

**Table – 4.9 percentage wise analysis of item no.9**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>63%</b>	<b>37%</b>

In the above table no. (4.9) on this item out of 100 teacher educators 63% responded as YES! And 37% of the teacher educators responded as NO! So, from this, it is clear that 63% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 37% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that the extension of B.Ed. course would lessen the interest of students towards studies as it becomes a time consuming process?” hence, the majority of the teacher educators’ response indicates that the extension of B.Ed. course would lessen the interest of students towards studies as it becomes a time consuming process.

**4.2.10. Item no. 10. Is the two years B.Ed. course sufficient time to provide adequate and stable content knowledge?**

The data pertaining to this item has been presented in table 4.10

**Table – 4.10 percentage wise analysis of item no.10**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>89%</b>	<b>11%</b>

In the above table no. (4.10) on this item out of 100 teacher educators 89% responded as YES! And 11% of the teacher educators responded as NO! So, from this, it is clear that 89% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the

item and 11% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Is the two years B.Ed. course sufficient time to provide adequate and stable content knowledge?” hence, the majority of the teacher educators’ response indicates that the two years B.Ed. course is sufficient time to provide adequate and stable content knowledge.

**4.2.11. Item no. 11. Do you think student teachers will face so many problems due to two hundred working days and 80% of minimum attendance in B.Ed. course?**

The data pertaining to this item has been presented in table 4.11

**Table – 4.11 percentage wise analysis of item no.11**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>45%</b>	<b>55%</b>

In the above table no. (4.11) on this item out of 100 teacher educators 45% responded as YES! And 55% of the teacher educators responded as NO! So, from this, it is clear that 45% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 55% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think student teachers will face so many problems due to two hundred working days and 80% of minimum attendance in B.Ed. course?” hence, the majority of the teacher educators’ response indicates that the student teachers will not face so many problems due to two hundred working days and 80% of minimum attendance in B.Ed. course.

**4.2.12. Item no. 12. Do you think that with the expansion of the duration of the internship programme a better understanding of demonstration lesson, micro**

**teaching and macro teaching practice has prevailed in the present student teachers?**

The data pertaining to this item has been presented in table 4.12

**Table – 4.12 percentage wise analysis of item no.12**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>83%</b>	<b>17%</b>

In the above table no. (4.12) on this item out of 100 teacher educators 83% responded as YES! And 17% of the teacher educators responded as NO! So, from this, it is clear that 83% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 17% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that with the expansion of the duration of the internship programme a better understanding of demonstration lesson, micro teaching and macro teaching practice has prevailed in the present student teachers?” hence, the majority of the teacher educators’ response indicates that with the expansion of the duration of the internship programme a better understanding of demonstration lesson, micro teaching and macro teaching practice has prevailed in the present student teachers.

**4.2.13. Item no.13. Has the 6 months internship programme been an important factor for enhancing the entire B.Ed. programme?**

The data pertaining to this item has been presented in table 4.13

**Table – 4.13 percentage wise analysis of item no.13**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
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<b>Teacher Educators</b>	<b>100</b>	<b>81%</b>	<b>19%</b>
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In the above table no. (4.13) on this item out of 100 teacher educators 81% responded as YES! And 19% of the teacher educators responded as NO! So, from this, it is clear that 81% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 19% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Has the 6 months internship programme been an important factor for enhancing the entire B.Ed. programme?” hence, the majority of the teacher educators’ response indicates that the 6 months internship programme been an important factor for enhancing the entire B.Ed. programme.

**4.2.14. Item no. 14. Do you think that the internship of six months is very long period?**

The data pertaining to this item has been presented in table 4.14

**Table – 4.14 percentage wise analysis of item no.14**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>34%</b>	<b>66%</b>

In the above table no. (4.14) on this item out of 100 teacher educators 34% responded as YES! And 66% of the teacher educators responded as NO! So, from this, it is clear that 34% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 66% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that the internship of six months is very long period?” hence, the majority of the teacher educators’ response indicates that the internship of six months is not very long period.

**4.2.15. Item no. 15. Do you think the curriculum is very much rigid in two years B.Ed. course?**

The data pertaining to this item has been presented in table 4.15

**Table – 4.15 percentage wise analysis of item no.15**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>36%</b>	<b>64%</b>

In the above table no. (4.15) on this item out of 100 teacher educators 36% responded as YES! And 64% of the teacher educators responded as NO! So, from this, it is clear that 36% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 64% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the curriculum is very much rigid in two years B.Ed. course?” hence, the majority of the teacher educators’ response indicates that the curriculum is not very much rigid in two years B.Ed. course.

**4.2.16. Item no.16. Do you think the two years B.Ed. curriculum reduces the gap between theory and practice, between teacher education curriculum and school realities?**

The data pertaining to this item has been presented in table 4.16

**Table – 4.16 percentage wise analysis of item no.16**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>66%</b>	<b>34%</b>

In the above table no. (4.16) on this item out of 100 teacher educators 66% responded as YES! And 34% of the teacher educators responded as NO! So, from this, it is clear that 66% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 34% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the two years B.Ed. curriculum reduces the gap between theory and practice, between teacher education curriculum and school realities?” hence, the majority of the teacher educators’ response indicates that the two years B.Ed. curriculum reduces the gap between theory and practice, between teacher education curriculum and school realities.

**4.2.17. Item no. 17. Do you think the present B.Ed. Curriculum is based on the needs of the individual and society?**

The data pertaining to this item has been presented in table 4.17

**Table – 4.17 percentage wise analysis of item no.17**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>66%</b>	<b>34%</b>

In the above table no. (4.17) on this item out of 100 teacher educators 66% responded as YES! And 34% of the teacher educators responded as NO! So, from this, it is clear that 66% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 34% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the present B.Ed. Curriculum is based on the needs of the individual and society?” hence, the majority of the teacher educators’ response indicates that the present B.Ed. Curriculum is based on the needs of the individual and society.

**4.2.18. Item no. 18. Do you think that there are unplanned and insufficient co-curricular activities in 2 years B.Ed. programme?**

The data pertaining to this item has been presented in table 4.18

**Table – 4.18 percentage wise analysis of item no.18**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>45%</b>	<b>55%</b>

In the above table no. (4.18) on this item out of 100 teacher educators 45% responded as YES! And 55% of the teacher educators responded as NO! So, from this, it is clear that 45% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 55% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that there are unplanned and insufficient co-curricular activities in 2 years B.Ed. programme?” hence, the majority of the teacher educators’ response indicates that there are planned and sufficient co-curricular activities in 2 years B.Ed. programme.

**4.2.19. Item no. 19. Do you think that the ICT, gender, yoga education and inclusive education shall form an integral part of the B.Ed. curriculum?**

The data pertaining to this item has been presented in table 4.19

**Table – 4.19 percentage wise analysis of item no.19**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>95%</b>	<b>5%</b>

In the above table no. (4.19) on this item out of 100 teacher educators 95% responded as YES! And 5% of the teacher educators responded as NO! So, from this, it is clear that 95% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 5% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that the ICT, gender, yoga education and inclusive education shall form an integral part of the B.Ed. curriculum?” hence, the majority of the teacher educators’ response indicates that the ICT, gender, yoga education and inclusive education shall form an integral part of the B.Ed. curriculum.

**4.2.20. Item no. 20. Do you think that there is no scope for curriculum development on a continuing basis to keep pace with current trends?**

The data pertaining to this item has been presented in table 4.20

**Table – 4.20 percentage wise analysis of item no.20**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>52%</b>	<b>48%</b>

In the above table no. (4.20) on this item out of 100 teacher educators 52% responded as YES! And 48% of the teacher educators responded as NO! So, from this, it is clear that 52% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 48% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that there is no scope for curriculum development on a continuing basis to keep pace with current trends?” hence, the majority of the teacher educators’ response indicates that there is no scope for curriculum development on a continuing basis to keep pace with current trends.

**4.2.21. Item no 21. Do you think that 2 years B.Ed. curriculum is sufficient to provide greater scope for development of sound knowledge on different areas i.e content knowledge, knowledge on teaching, learning, methodologies and knowledge on pedagogy of teaching- learning among the trainee teachers?**

The data pertaining to this item has been presented in table 4.21

**Table – 4.21 percentage wise analysis of item no.21**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>75%</b>	<b>25%</b>

In the above table no. (4.21) on this item out of 100 teacher educators 75% responded as YES! And 25% of the teacher educators responded as NO! So, from this, it is clear that 75% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 25% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that 2 years B.Ed. curriculum is sufficient to provide greater scope for development of sound knowledge on different areas i.e content knowledge, knowledge on teaching, learning, methodologies and knowledge on pedagogy of teaching- learning among the trainee teachers?” hence, the majority of the teacher educators’ response indicates that 2 years B.Ed. curriculum is sufficient to provide greater scope for development of sound knowledge on different areas i.e content knowledge, knowledge on teaching, learning, methodologies and knowledge on pedagogy of teaching- learning among the trainee teachers.

**4.2.22. Item no. 22 Do the inclusion of two years B.Ed. courses would increase the learning burden of student teachers?**

The data pertaining to this item has been presented in table 4.22

**Table – 4.22 percentage wise analysis of item no.22**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>63%</b>	<b>37%</b>

In the above table no. (4.22) on this item out of 100 teacher educators 63% responded as YES! And 37% of the teacher educators responded as NO! So, from this, it is clear that 63% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 37% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do the inclusion of two years B.Ed. courses would increase the learning burden of student teachers?” hence, the majority of the teacher educators’ response indicates that the inclusion of two years B.Ed. courses would increase the learning burden of student teachers.

**4.2.23. Item no. 23. Do you think the two years B.Ed. programme fulfils the educational objectives?**

The data pertaining to this item has been presented in table 4.23

**Table – 4.23 percentage wise analysis of item no.23**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>73%</b>	<b>27%</b>

In the above table no. (4.23) on this item out of 100 teacher educators 73% responded as YES! And 27% of the teacher educators responded as NO! So, from this, it is clear that 73% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 27% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the two years B.Ed. programme fulfils the

educational objectives?” hence, the majority of the teacher educators’ response indicates that the two years B.Ed. programme fulfils the educational objectives.

**4.2.24. Item no. 24. Do you think Instead of extending the B.Ed. course the change in curriculum could have been much effective?**

The data pertaining to this item has been presented in table 4.24

**Table – 4.24 percentage wise analysis of item no.24**

Category	Total No.	Yes %	No %
Teacher Educators	100	63%	37%

In the above table no. (4.24) on this item out of 100 teacher educators 63% responded as YES! And 37% of the teacher educators responded as NO! So, from this, it is clear that 63% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 37% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think Instead of extending the B.Ed. course the change in curriculum could have been much effective?” hence, the majority of the teacher educators’ response indicates that Instead of extending the B.Ed. course the change in curriculum could have been much effective.

**4.2.25. Item no.25. Do you think the two year B.Ed. course gaining more focus on practical aspect of education rather than theoretical aspect of education?**

The data pertaining to this item has been presented in table 4.25

**Table – 4.25 percentage wise analysis of item no.25**

Category	Total No.	Yes %	No %
Teacher Educators	100	68%	32%



In the above table no. (4.25) on this item out of 100 teacher educators 68% responded as YES! And 32% of the teacher educators responded as NO! So, from this, it is clear that 68% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 32% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the two year B.Ed. course gaining more focus on practical aspect of education rather than theoretical aspect of education?” hence, the majority of the teacher educators’ response indicates that the two year B.Ed. course gaining more focus on practical aspect of education rather than theoretical aspect of education.

**4.2.26. Item no. 26. Do you think two year B.Ed. course will develop proper teaching skills in student teachers?**

The data pertaining to this item has been presented in table 4.26

**Table – 4.26 percentage wise analysis of item no.26**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>79%</b>	<b>21%</b>

In the above table no. (4.26) on this item out of 100 teacher educators 79% responded as YES! And 21% of the teacher educators responded as NO! So, from this, it is clear that 79% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 21% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think two year B.Ed. course will develop proper teaching skills in student teachers?” hence, the majority of the teacher educators’ response indicates that the two year B.Ed. course will develop proper teaching skills in student teachers.

**4.2.27. Item no. 27. Do you think the teacher education is no longer a training process but an education strategy for enabling teachers to teach and concern for their well-being?**

The data pertaining to this item has been presented in table 4.27

**Table – 4.27 percentage wise analysis of item no.27**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>80%</b>	<b>20%</b>

In the above table no. (4.27) on this item out of 100 teacher educators 80% responded as YES! And 20% of the teacher educators responded as NO! So, from this, it is clear that 80% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 20% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the teacher education is no longer a training process but an education strategy for enabling teachers to teach and concern for their well-being?” hence, the majority of the teacher educators’ response indicates that the teacher education is no longer a training process but an education strategy for enabling teachers to teach and concern for their well-being.

**4.2.28. Item no. 28. Do you think during two years of training the student teachers can develop the ability for critical and logical thinking and apply the acquired knowledge and skills in unfamiliar situations?**

The data pertaining to this item has been presented in table 4.28

**1 Table – 4.28 percentage wise analysis of item no.28**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
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<b>Teacher Educators</b>	<b>100</b>	<b>70%</b>	<b>30%</b>
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In the above table no. (4.28) on this item out of 100 teacher educators 70% responded as YES! And 30% of the teacher educators responded as NO! So, from this, it is clear that 70% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 30% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think during two years of training the student teachers can develop the ability for critical and logical thinking and apply the acquired knowledge and skills in unfamiliar situations?” hence, the majority of the teacher educators’ response indicates that during two years of training the student teachers can develop the ability for critical and logical thinking and apply the acquired knowledge and skills in unfamiliar situations.

**4.2.29. Item no. 29. Are the student teachers of two years B.Ed. course getting more opportunities for practise teaching rather than the student teachers of one year B.Ed. course?**

The data pertaining to this item has been presented in table 4.29

**Table – 4.29 percentage wise analysis of item no.29**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>97%</b>	<b>3%</b>

In the above table no. (4.29) on this item out of 100 teacher educators 97% responded as YES! And 3% of the teacher educators responded as NO! So, from this, it is clear that 97% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 3% of the teacher educators of B.Ed. Colleges of west Bengal have

disagreed the item that “Are the student teachers of two years B.Ed. course getting more opportunities for practise teaching rather than the student teachers of one year B.Ed. course?” hence, the majority of the teacher educators’ response indicates that the student teachers of two years B.Ed. course getting more opportunities for practise teaching rather than the student teachers of one year B.Ed. course.

**4.2.30. Item no. 30. Is there co-operation from the school principal for internship?**

The data pertaining to this item has been presented in table 4.30

**Table – 4.30 percentage wise analysis of item no.30**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>78%</b>	<b>22%</b>

In the above table no. (4.30) on this item out of 100 teacher educators 78% responded as YES! And 22% of the teacher educators responded as NO! So, from this, it is clear that 78% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 22% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Is there co-operation from the school principal for internship?” hence, the majority of the teacher educators’ response indicates that there is co-operation from the school principal for internship.

**4.2.31. Item no. 31. Are appropriate teaching aids used during practice teaching?**

The data pertaining to this item has been presented in table 4.31

**Table – 4.31 percentage wise analysis of item no.31**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
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<b>Teacher Educators</b>	<b>100</b>	<b>81%</b>	<b>19%</b>
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In the above table no. (4.31) on this item out of 100 teacher educators 81% responded as YES! And 19% of the teacher educators responded as NO! So, from this, it is clear that 81% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 19% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Are appropriate teaching aids used during practice teaching?” hence, the majority of the teacher educators’ response indicates that the appropriate teaching aids used during practice teaching.

#### **4.2.32. Item no. 32. Do Practice teaching helps in mastery of teaching skill?**

The data pertaining to this item has been presented in table 4.32

**Table – 4.32 percentage wise analysis of item no.32**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>98%</b>	<b>2%</b>

In the above table no. (4.32) on this item out of 100 teacher educators 98% responded as YES! And 2% of the teacher educators responded as NO! So, from this, it is clear that 98% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 2% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do Practice teaching helps in mastery of teaching skill?” hence, the majority of the teacher educators’ response indicates that the Practice teaching helps in mastery of teaching skill.

#### **4.2.33. Item no. 33. Do you think practice teaching enhances the degree of confidence in teacher trainees?**

The data pertaining to this item has been presented in table 4.33

**Table – 4.33 percentage wise analysis of item no.33**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>95%</b>	<b>5%</b>

In the above table no. (4.33) on this item out of 100 teacher educators 95% responded as YES! And 5% of the teacher educators responded as NO! So, from this, it is clear that 95% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 5% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think practice teaching enhances the degree of confidence in teacher trainees?” hence, the majority of the teacher educators’ response indicates that the practice teaching enhances the degree of confidence in teacher trainees.

**4.2.34. Item no. 34. Do you think assignments gives stress on practical activities like internal assignment, project works, seasonal works, internship in teaching, practice of micro –teaching skills, community works, practical works relating to work experiences innovative ways for conducting practical activities related to health and physical education, work experience, fieldwork with community etc?**

The data pertaining to this item has been presented in table 4.34

**Table – 4.34 percentage wise analysis of item no.34**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>62%</b>	<b>38%</b>

In the above table no. (4.34) on this item out of 100 teacher educators 62% responded as YES! And 38% of the teacher educators responded as NO! So, from this, it is clear

that 62% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 38% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think assignments gives stress on practical activities like internal assignment, project works, seasonal works, internship in teaching, practice of micro –teaching skills, community works, practical works relating to work experiences innovative ways for conducting practical activities related to health and physical education, work experience, fieldwork with community etc?” hence, the majority of the teacher educators’ response indicates that the assignments gives stress on practical activities like internal assignment, project works, seasonal works, internship in teaching, practice of micro –teaching skills, community works, practical works relating to work experiences innovative ways for conducting practical activities related to health and physical education, work experience, fieldwork with community etc.

**4.2.35. Item no. 35. Do you think that the student teachers find difficulty in assignment work?**

The data pertaining to this item has been presented in table 4.35

**Table – 4.35 percentage wise analysis of item no.35**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>44%</b>	<b>56%</b>

In the above table no. (4.35) on this item out of 100 teacher educators 44% responded as YES! And 56% of the teacher educators responded as NO! So, from this, it is clear that 44% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 56% of the teacher educators of B.Ed. Colleges of west Bengal have

disagreed the item that “Do you think that the student teachers find difficulty in assignment work?” hence, the majority of the teacher educators’ response indicates that the student teachers do not find difficulty in assignment work.

**4.2.36. Item no. 36 Do you think adequate teaching and non-teaching staff should be employed in order to make the course effective?**

The data pertaining to this item has been presented in table 4.36

**Table – 4.36 percentage wise analysis of item no.36**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>89%</b>	<b>11%</b>

In the above table no. (4.36) on this item out of 100 teacher educators 89% responded as YES! And 11% of the teacher educators responded as NO! So, from this, it is clear that 89% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 11% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think adequate teaching and non-teaching staff should be employed in order to make the course effective?” hence, the majority of the teacher educators’ response indicates that the adequate teaching and non-teaching staff should be employed in order to make the course effective.

**4.2.37. Item no. 37. Do you think the NET qualified and experienced teacher educators must be recruited?**

The data pertaining to this item has been presented in table 4.37

**Table – 4.37 percentage wise analysis of item no.37**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
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<b>Teacher Educators</b>	<b>100</b>	<b>71%</b>	<b>29%</b>
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In the above table no. (4.37) on this item out of 100 teacher educators 71% responded as YES! And 29% of the teacher educators responded as NO! So, from this, it is clear that 71% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 29% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the NET qualified and experienced teacher educators must be recruited?” hence, the majority of the teacher educators’ response indicates that the NET qualified and experienced teacher educators must be recruited.

**4.2.38. Item no. 38. Do you think that NCTE should reduce the duration again to 1 year?**

The data pertaining to this item has been presented in table 4.38

**Table – 4.38 percentage wise analysis of item no.38**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>38%</b>	<b>62%</b>

In the above table no. (4.38) on this item out of 100 teacher educators 38% responded as YES! And 62% of the teacher educators responded as NO! So, from this, it is clear that 38% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 62% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that NCTE should reduce the duration again to 1 year?” hence, the majority of the teacher educators’ response indicates that the NCTE should not reduce the duration again to 1 year.

**4.2.39. Item no. 39. Do you think the two years B.Ed. course is a downfall for the self-financing institutions as the students of two years B.Ed. course are lesser as compared to that of one year course.**

The data pertaining to this item has been presented in table 4.39

**Table – 4.39 percentage wise analysis of item no.39**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Teacher Educators</b>	<b>100</b>	<b>71%</b>	<b>29%</b>

In the above table no. (4.39) on this item out of 100 teacher educators 71% responded as YES! And 29% of the teacher educators responded as NO! So, from this, it is clear that 71% of the teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 29% of the teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the two years B.Ed. course is a downfall for the self-financing institutions as the students of two years B.Ed. course are lesser as compared to that of one year course?” hence, the majority of the teacher educators’ response indicates that the two years B.Ed. course is a downfall for the self-financing institutions as the students of two years B.Ed. course are lesser as compared to that of one year course.

**4.2.40. Item no. 40. Do you think that NCTE should continue with two years duration? Please give your opinion within few words.**

The data pertaining to this open-ended question are as follows:

**Feedbacks from teacher educators of the 20 B.Ed. colleges of West Bengal:**

Since, question no. 40 is an open- ended question in which the teacher educators had to give their opinion within few words regarding two years duration of B.Ed. programme.

Some of the teacher educators believed that present two years B.Ed. programme is more effective and have sufficient time to cover all the activities, syllabus, practice teaching, assignments etc. and they think that it should be continued with two years duration.

Some teacher educators suggested that some of the modifications in present curriculum still needed. As for example: Internship time period should be less, one operational school must be attached with each teacher training institute, and more emphasis should be given to practical skills.

Some of the teacher educators gave their feedback by saying that NCTE should continue with the two years duration because sufficient time makes the course more reliable and valid. It gives more opportunity in both theory and practice and they get more acquaintance with the school environment for a longer time and the student teachers also get sufficient time to develop the teaching skills and some professional attitudes. They believed that the two years duration is best duration for B.Ed. course to impart theoretical and practical knowledge and skills in order to produce the best teacher educators in future.

Some of the teacher educators stated that one year B.Ed. course is better as compare to two years B.Ed. course because two years is too costly and lengthy, it gives mental pressure to the students and it reduces their interest and it is extra burden to student teachers. They also stated that there are so many repetitions in the course curriculum.

So, they believed that one year duration with some changes in curriculum is best rather than making the B.Ed. course lengthy for two years.

In the above item no. 40 “Do you think that NCTE should continue with two years duration? Please give your opinion within few words.” More than 60% teacher educators gave their feedback in favour of two years duration of B.Ed. course and less than 40% teacher educators are not in the favour of two years duration. Hence, the majority of the teacher educators’ response indicates that the NCTE should continue with the two years duration. According to their opinion sufficient time makes the course more reliable and valid. It gives more opportunity in both theory and practice and they get more acquaintance with the school environment for a longer time and the student teachers also get sufficient time to develop the teaching skills and some professional attitudes.

### **4.3 ATTITUDE OF 42 MALE TEACHER EDUCATORS OF B.ED. COLLEGES OF WEST BENGAL TOWARDS TWO YEARS B.ED. PROGRAMME.**

#### **4.3.1 Item no. 1. Is the two years B.Ed. programme very costly?**

The data pertaining to this item has been presented in table 4.2.1

**Table – 4.2.1 percentage wise analysis of item no.1**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>66%</b>	<b>34%</b>

In the above table no. (4.2.1) on this item out of 42 male teacher educators 66% responded as YES! And 34% of the male teacher educators responded as NO! So,

from this, it is clear that 66% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 34% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Is the two years B.Ed. programme very costly?” hence, the majority of the male teacher educators’ response indicates that the two years B.Ed. programme is very costly.

#### **4.3.2 Item no. 2. Whether two years B.Ed. programme is affecting the financial status of student teachers?**

The data pertaining to this item has been presented in table 4.2.2

**Table – 4.2.2 percentage wise analysis of item no.2**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>90%</b>	<b>10%</b>

In the above table no. (4.2.2) on this item out of 42 male teacher educators 90% responded as YES! And 10% of the male teacher educators responded as NO! So, from this, it is clear that 90% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 10% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “whether two years B.Ed. programme is affecting the financial status of student teachers?” hence, the majority of male teacher educators’ response indicates that the two years B.Ed. programme is affecting the financial status of student teachers.

#### **4.3.3 Item no.3. Interviews, group discussions along with common entrance tests marks should be introduced for selecting the candidates?**

The data pertaining to this item has been presented in table 4.2.3

**Table – 4.2.3 percentage wise analysis of item no.3**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>92%</b>	<b>8%</b>

In the above table no. (4.2.3) on this item out of 42 male teacher educators 92% responded as YES! And 8% of the male teacher educators responded as NO! So, from this, it is clear that 92% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 8% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Interviews, group discussions along with common entrance tests marks should be introduced for selecting the candidates?” hence, the majority of the male teacher educators’ response indicates that the Interviews, group discussions along with common entrance tests marks should be introduced for selecting the candidates.

**4.3.4 Item no.4. Will it be better if there is a basic unit of 50 students with a maximum of two units in B.Ed. programme?**

The data pertaining to this item has been presented in table 4.2.4

**Table – 4.2.4 percentage wise analysis of item no.4**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>95%</b>	<b>5%</b>

In the above table no. (4.2.4) on this item out of 42 male teacher educators 95% responded as YES! And 5% of the male teacher educators responded as NO! So, from this, it is clear that 95% of the male teacher educators of B.Ed. Colleges of west

Bengal have agreed the item and 5% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Will it be better if there is a basic unit of 50 students with a maximum of two units in B.Ed. programme?” hence, the majority of the male teacher educators’ response indicates that it will be better if there is a basic unit of 50 students with a maximum of two units in B.Ed. programme.

**4.3.5 Item no. 5. Do you feel that the duration of the two years B.Ed. course is lengthy and wastage of time?**

The data pertaining to this item has been presented in table 4.2.5

**Table – 4.2.5 percentage wise analysis of item no.5**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>47%</b>	<b>53%</b>

In the above table no. (4.2.5) on this item out of 42 male teacher educators 47% responded as YES! And 53% of the male teacher educators responded as NO! So, from this, it is clear that 47% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 53% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you feel that the duration of the two years B.Ed. course is lengthy and wastage of time?” hence, the majority of the male teacher educators’ response indicates that the duration of the two years B.Ed. course is not lengthy and not a wastage of time.

**4.3.6 Item no. 6. Are you satisfied with the present changes in the duration of B.Ed. course?**

The data pertaining to this item has been presented in table 4.2.6

**Table – 4.2.6 percentage wise analysis of item no.6**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>57%</b>	<b>43%</b>

In the above table no. (4.2.6) on this item out of 42 male teacher educators 57% responded as YES! And 43% of the male teacher educators responded as NO! So, from this, it is clear that 57% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 43% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Are you satisfied with the present changes in the duration of B.Ed. course?” hence, the majority of the male teacher educators’ response indicates that they are satisfied with the present changes in the duration of B.Ed. course.

**4.3.7 Item no. 7. Do you think that the present two years B.Ed. course is more effective than the previous one year B.Ed. course?**

The data pertaining to this item has been presented in table 4.2.7

**Table – 4.2.7 percentage wise analysis of item no.7**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>77%</b>	<b>23%</b>

In the above table no. (4.2.7) on this item out of 42 male teacher educators 77% responded as YES! And 23% of the male teacher educators responded as NO! So, from this, it is clear that 77% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 23% of the male teacher educators of B.Ed. Colleges



of west Bengal have disagreed the item that “Do you think that the present two years B.Ed. course is more effective than the previous one year B.Ed. course?” hence, the majority of the male teacher educators’ response indicates that the present two years B.Ed. course is more effective than the previous one year B.Ed. course.

**4.3.8 Item no. 8. Will trainee teachers suffer from mental pressures with the duration minimum two years B.Ed. course?**

The data pertaining to this item has been presented in table 4.2.8

**Table – 4.2.8 percentage wise analysis of item no.8**

Category	Total No.	Yes %	No %
Male Teacher Educators	42	47%	53%

In the above table no. (4.2.8) on this item out of 42 male teacher educators 47% responded as YES! And 53% of the male teacher educators responded as NO! So, from this, it is clear that 47% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 53% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Will trainee teachers suffer from mental pressures with the duration minimum two years B.Ed. course?” hence, the majority of the male teacher educators’ response indicates that the teacher trainee will not suffer from mental pressures with the duration minimum two years B.Ed. course.

**4.3.9 Item no. 9. Do you think that the extension of B.Ed. course would lessen the interest of students towards studies as it becomes a time consuming process?**

The data pertaining to this item has been presented in table 4.2.9

**Table – 4.2.9 percentage wise analysis of item no.9**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>72%</b>	<b>28%</b>

In the above table no. (4.2.9) on this item out of 42 male teacher educators 72% responded as YES! And 28% of the male teacher educators responded as NO! So, from this, it is clear that 72% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 28% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that the extension of B.Ed. course would lessen the interest of students towards studies as it becomes a time consuming process?” hence, the majority of the male teacher educators’ response indicates that the extension of B.Ed. course would lessen the interest of students towards studies as it becomes a time consuming process.

**4.3.10. Item no. 10. Is the two years B.Ed. course sufficient time to provide adequate and stable content knowledge?**

The data pertaining to this item has been presented in table 4.2.10

**Table – 4.2.10 percentage wise analysis of item no.10**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>95%</b>	<b>5%</b>

In the above table no. (4.2.10) on this item out of 42 male teacher educators 95% responded as YES! And 5% of the male teacher educators responded as NO! So, from this, it is clear that 95% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 5% of the male teacher educators of B.Ed. Colleges

of west Bengal have disagreed the item that “Is the two years B.Ed. course sufficient time to provide adequate and stable content knowledge?” hence, the majority of the male teacher educators’ response indicates that the two years B.Ed. course is sufficient time to provide adequate and stable content knowledge.

**4.3.11. Item no. 11. Do you think student teachers will face so many problems due to two hundred working days and 80% of minimum attendance in B.Ed. course?**

The data pertaining to this item has been presented in table 4.2.11

**Table – 4.2.11 percentage wise analysis of item no.11**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>47%</b>	<b>53%</b>

In the above table no. (4.2.11) on this item out of 42 male teacher educators 47% responded as YES! And 53% of the male teacher educators responded as NO! So, from this, it is clear that 47% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 53% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think student teachers will face so many problems due to two hundred working days and 80% of minimum attendance in B.Ed. course?” hence, the majority of the male teacher educators’ response indicates that the student teachers will not face so many problems due to two hundred working days and 80% of minimum attendance in B.Ed. course.

**4.3.12. Item no. 12. Do you think that with the expansion of the duration of the internship programme a better understanding of demonstration lesson, micro**

**teaching and macro teaching practice has prevailed in the present student teachers?**

The data pertaining to this item has been presented in table 4.2.12

**Table – 4.2.12 percentage wise analysis of item no.12**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>90%</b>	<b>10%</b>

In the above table no. (4.2.12) on this item out of 42 male teacher educators 90% responded as YES! And 10% of the male teacher educators responded as NO! So, from this, it is clear that 90% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 10% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that with the expansion of the duration of the internship programme a better understanding of demonstration lesson, micro teaching and macro teaching practice has prevailed in the present student teachers?” hence, the majority of the male teacher educators’ response indicates that with the expansion of the duration of the internship programme a better understanding of demonstration lesson, micro teaching and macro teaching practice has prevailed in the present student teachers.

**4.3.13. Has the 6 months internship programme been an important factor for enhancing the entire B.Ed. programme?**

The data pertaining to this item has been presented in table 4.2.13

**Table – 4.2.13 percentage wise analysis of item no.13**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
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<b>Male Teacher Educators</b>	<b>42</b>	<b>86%</b>	<b>14%</b>
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In the above table no. (4.2.13) on this item out of 42 male teacher educators 86% responded as YES! And 14% of the male teacher educators responded as NO! So, from this, it is clear that 86% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 14% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Has the 6 months internship programme been an important factor for enhancing the entire B.Ed. programme?” hence, the majority of the male teacher educators’ response indicates that the 6 months internship programme been an important factor for enhancing the entire B.Ed. programme.

**4.3.14. Item no. 14. Do you think that the internship of six months is very long period?**

The data pertaining to this item has been presented in table 4.2.14

**Table – 4.2.14 percentage wise analysis of item no.14**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>34%</b>	<b>66%</b>

In the above table no. (4.2.14) on this item out of 42 male teacher educators 34% responded as YES! And 66% of the male teacher educators responded as NO! So, from this, it is clear that 34% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 66% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that the internship of six

months is very long period?” hence, the majority of the male teacher educators’ response indicates that the internship of six months is not very long period.

**4.3.15 Do you think the curriculum is very much rigid in two years B.Ed. course?**

The data pertaining to this item has been presented in table 4.2.15

**Table – 4.2.15 percentage wise analysis of item no.15**

Category	Total No.	Yes %	No %
Male Teacher Educators	42	28%	72%

In the above table no. (4.2.15) on this item out of 42 male teacher educators 28% responded as YES! And 72% of the male teacher educators responded as NO! So, from this, it is clear that 28% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 72% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the curriculum is very much rigid in two years B.Ed. course?” hence, the majority of the male teacher educators’ response indicates that the curriculum is not very much rigid in two years B.Ed. course.

**4.3.16. Item no.16. Do you think the two years B.Ed. curriculum reduces the gap between theory and practice, between teacher education curriculum and school realities?**

The data pertaining to this item has been presented in table 4.2.16

**Table – 4.2.16 percentage wise analysis of item no.16**

Category	Total No.	Yes %	No %
Male Teacher	42	62%	38%

<b>Educators</b>			
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In the above table no. (4.2.16) on this item out of 42 male teacher educators 62% responded as YES! And 38% of the male teacher educators responded as NO! So, from this, it is clear that 62% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 38% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the two years B.Ed. curriculum reduces the gap between theory and practice, between teacher education curriculum and school realities?” hence, the majority of the male teacher educators’ response indicates that the two years B.Ed. curriculum reduces the gap between theory and practice, between teacher education curriculum and school realities.

**4.3.17. Item no. 17. Do you think the present B.Ed. Curriculum is based on the needs of the individual and society?**

The data pertaining to this item has been presented in table 4.2.17

**Table – 4.2.17 percentage wise analysis of item no.17**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>62%</b>	<b>38%</b>

In the above table no. (4.2.17) on this item out of 42 male teacher educators 62% responded as YES! And 38% of the male teacher educators responded as NO! So, from this, it is clear that 62% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 38% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the present B.Ed. Curriculum is based on the needs of the individual and society?” hence, the majority

of the male teacher educators' response indicates that the present B.Ed. Curriculum is based on the needs of the individual and society.

**4.3.18. Item no. 18. Do you think that there are unplanned and insufficient co-curricular activities in 2 years B.Ed. programme?**

The data pertaining to this item has been presented in table 4.2.18

**Table – 4.2.18 percentage wise analysis of item no.18**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>47%</b>	<b>53%</b>

In the above table no. (4.2.18) on this item out of 42 male teacher educators 47% responded as YES! And 53% of the male teacher educators responded as NO! So, from this, it is clear that 47% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 53% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that there are unplanned and insufficient co-curricular activities in 2 years B.Ed. programme?” hence, the majority of the male teacher educators' response indicates that that there are planned and sufficient co-curricular activities in 2 years B.Ed. programme.

**4.3.19. Item no. 19. Do you think that the ICT, gender, yoga education and inclusive education shall form an integral part of the B.Ed. curriculum?**

The data pertaining to this item has been presented in table 4.2.19

**Table – 4.2.19 percentage wise analysis of item no.19**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>98%</b>	<b>2%</b>



In the above table no. (4.2.19) on this item out of 42 male teacher educators 98% responded as YES! And 2% of the male teacher educators responded as NO! So, from this, it is clear that 98% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 2% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that the ICT, gender, yoga education and inclusive education shall form an integral part of the B.Ed. curriculum?” hence, the majority of the male teacher educators’ response indicates that the ICT, gender, yoga education and inclusive education shall form an integral part of the B.Ed. curriculum.

**4.3.20. Item no. 20. Do you think that there is no scope for curriculum development on a continuing basis to keep pace with current trends?**

The data pertaining to this item has been presented in table 4.2.20

**Table – 4.2.20 percentage wise analysis of item no.20**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>53%</b>	<b>47%</b>

In the above table no. (4.2.20) on this item out of 42 male teacher educators 53% responded as YES! And 47% of the male teacher educators responded as NO! So, from this, it is clear that 53% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 47% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that there is no scope for curriculum development on a continuing basis to keep pace with current trends?” hence, the majority of the male teacher educators’ response indicates that there is no

scope for curriculum development on a continuing basis to keep pace with current trends.

**4.3.21. Item no 21. Do you think that 2 years B.Ed. curriculum is sufficient to provide greater scope for development of sound knowledge on different areas i.e content knowledge, knowledge on teaching, learning, methodologies and knowledge on pedagogy of teaching- learning among the trainee teachers?**

The data pertaining to this item has been presented in table 4.2.21

**Table – 4.2.21 percentage wise analysis of item no.21**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>77%</b>	<b>23%</b>

In the above table no. (4.2.21) on this item out of 42 male teacher educators 77% responded as YES! And 23% of the male teacher educators responded as NO! So, from this, it is clear that 77% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 23% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that 2 years B.Ed. curriculum is sufficient to provide greater scope for development of sound knowledge on different areas i.e content knowledge, knowledge on teaching, learning, methodologies and knowledge on pedagogy of teaching- learning among the trainee teachers?” hence, the majority of the male teacher educators’ response indicates that 2 years B.Ed. curriculum is sufficient to provide greater scope for development of sound knowledge on different areas i.e content knowledge, knowledge on teaching, learning, methodologies and knowledge on pedagogy of teaching- learning among the trainee teachers.

**4.3.22. Item no. 22 Do the inclusion of two years B.Ed. courses would increase the learning burden of student teachers?**

The data pertaining to this item has been presented in table 4.2.22

**Table – 4.2.22 percentage wise analysis of item no.22**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>64%</b>	<b>36%</b>

In the above table no. (4.2.22) on this item out of 42 male teacher educators 64% responded as YES! And 36% of the male teacher educators responded as NO! So, from this, it is clear that 64% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 36% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do the inclusion of two years B.Ed. courses would increase the learning burden of student teachers?” hence, the majority of the male teacher educators’ response indicates that the inclusion of two years B.Ed. courses would increase the learning burden of student teachers.

**4.3.23. Item no. 23. Do you think the two years B.Ed. programme fulfils the educational objectives?**

The data pertaining to this item has been presented in table 4.2.23

**Table – 4.2.23 percentage wise analysis of item no.23**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>74%</b>	<b>26%</b>

In the above table no. (4.2.23) on this item out of 42 male teacher educators 74% responded as YES! And 26% of the male teacher educators responded as NO! So,

from this, it is clear that 74% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 26% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the two years B.Ed. programme fulfils the educational objectives?” hence, the majority of the male teacher educators’ response indicates that the two years B.Ed. programme fulfils the educational objectives.

**4.3.24. Item no. 24. Do you think Instead of extending the B.Ed. course the change in curriculum could have been much effective?**

The data pertaining to this item has been presented in table 4.2.24

**Table – 4.2.24 percentage wise analysis of item no.24**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>64%</b>	<b>36%</b>

In the above table no. (4.2.24) on this item out of 42 male teacher educators 64% responded as YES! And 36% of the male teacher educators responded as NO! So, from this, it is clear that 64% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 36% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think Instead of extending the B.Ed. course the change in curriculum could have been much effective?” hence, the majority of the male teacher educators’ response indicates that Instead of extending the B.Ed. course the change in curriculum could have been much effective.

**4.3.25. Item no.25. Do you think the two year B.Ed. course gaining more focus on practical aspect of education rather than theoretical aspect of education?**

The data pertaining to this item has been presented in table 4.2.25

**Table – 4.2.25 percentage wise analysis of item no.25**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>69%</b>	<b>31%</b>

In the above table no. (4.2.25) on this item out of 42 male teacher educators 69% responded as YES! And 31% of the male teacher educators responded as NO! So, from this, it is clear that 69% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 31% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the two year B.Ed. course gaining more focus on practical aspect of education rather than theoretical aspect of education?” hence, the majority of the male teacher educators’ response indicates that the two year B.Ed. course gaining more focus on practical aspect of education rather than theoretical aspect of education.

**4.3.26. Item no. 26. Do you think two year B.Ed. course will develop proper teaching skills in student teachers?**

The data pertaining to this item has been presented in table 4.2.26

**Table – 4.2.26 percentage wise analysis of item no.26**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>77%</b>	<b>23%</b>

In the above table no. (4.2.26) on this item out of 42 male teacher educators 77% responded as YES! And 23% of the male teacher educators responded as NO! So, from this, it is clear that 77% of the male teacher educators of B.Ed. Colleges of west

Bengal have agreed the item and 23% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think two year B.Ed. course will develop proper teaching skills in student teachers?” hence, the majority of the male teacher educators’ response indicates that the two year B.Ed. course will develop proper teaching skills in student teachers.

**4.3.27. Item no. 27. Do you think the teacher education is no longer a training process but an education strategy for enabling teachers to teach and concern for their well-being?**

The data pertaining to this item has been presented in table 4.2.27

**Table – 4.2.27 percentage wise analysis of item no.27**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>81%</b>	<b>19%</b>

In the above table no. (4.2.27) on this item out of 42 male teacher educators 81% responded as YES! And 19% of the male teacher educators responded as NO! So, from this, it is clear that 81% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 19% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the teacher education is no longer a training process but an education strategy for enabling teachers to teach and concern for their well-being?” hence, the majority of the male teacher educators’ response indicates that the teacher education is no longer a training process but an education strategy for enabling teachers to teach and concern for their well-being.

**4.3.28. Item no. 28. Do you think during two years of training the student teachers can develop the ability for critical and logical thinking and apply the acquired knowledge and skills in unfamiliar situations?**

The data pertaining to this item has been presented in table 4.2.28

**Table – 4.2.28 percentage wise analysis of item no.28**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>66%</b>	<b>34%</b>

In the above table no. (4.2.28) on this item out of 42 male teacher educators 66% responded as YES! And 34% of the male teacher educators responded as NO! So, from this, it is clear that 66% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 34% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think during two years of training the student teachers can develop the ability for critical and logical thinking and apply the acquired knowledge and skills in unfamiliar situations?” hence, the majority of the male teacher educators’ response indicates that during two years of training the student teachers can develop the ability for critical and logical thinking and apply the acquired knowledge and skills in unfamiliar situations.

**4.3.29. Item no. 29. Are the student teachers of two years B.Ed. course getting more opportunities for practise teaching rather than the student teachers of one year B.Ed. course?**

The data pertaining to this item has been presented in table 4.2.29

**Table – 4.2.29 percentage wise analysis of item no.29**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher</b>	<b>42</b>	<b>95%</b>	<b>5%</b>

<b>Educators</b>			
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In the above table no. (4.2.29) on this item out of 42 male teacher educators 95% responded as YES! And 5% of the male teacher educators responded as NO! So, from this, it is clear that 95% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 5% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Are the student teachers of two years B.Ed. course getting more opportunities for practise teaching rather than the student teachers of one year B.Ed. course?” hence, the majority of the male teacher educators’ response indicates that the student teachers of two years B.Ed. course getting more opportunities for practise teaching rather than the student teachers of one year B.Ed. course.

**4.3.30. Item no. 30. Is there co-operation from the school principal for internship?**

The data pertaining to this item has been presented in table 4.2.30

**Table – 4.2.30 percentage wise analysis of item no.30**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>74%</b>	<b>26%</b>

In the above table no. (4.2.30) on this item out of 42 male teacher educators 74% responded as YES! And 26% of the male teacher educators responded as NO! So, from this, it is clear that 74% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 26% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Is there co-operation from the school



principal for internship?” hence, the majority of the male teacher educators’ response indicates that there is co-operation from the school principal for internship.

#### **4.3.31. Item no. 31. Are appropriate teaching aids used during practice teaching?**

The data pertaining to this item has been presented in table 4.2.31

**Table – 4.2.31 percentage wise analysis of item no.31**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>90%</b>	<b>10%</b>

In the above table no. (4.2.31) on this item out of 42 male teacher educators 90% responded as YES! And 10% of the male teacher educators responded as NO! So, from this, it is clear that 90% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 10% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Are appropriate teaching aids used during practice teaching?” hence, the majority of the male teacher educators’ response indicates that the appropriate teaching aids used during practice teaching.

#### **4.3.32. Item no. 32. Do Practice teaching helps in mastery of teaching skill?**

The data pertaining to this item has been presented in table 4.2.32

**Table – 4.2.32 percentage wise analysis of item no.32**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>98%</b>	<b>2%</b>

In the above table no. (4.2.32) on this item out of 42 male teacher educators 98% responded as YES! And 2% of the male teacher educators responded as NO! So, from

this, it is clear that 98% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 2% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do Practice teaching helps in mastery of teaching skill?” hence, the majority of the male teacher educators’ response indicates that the Practice teaching helps in mastery of teaching skill.

**4.3.33. Item no. 33. Do you think practice teaching enhances the degree of confidence in teacher trainees?**

The data pertaining to this item has been presented in table 4.2.33

**Table – 4.2.33 percentage wise analysis of item no.33**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>95%</b>	<b>5%</b>

In the above table no. (4.2.33) on this item out of 42 male teacher educators 95% responded as YES! And 5% of the male teacher educators responded as NO! So, from this, it is clear that 95% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 5% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think practice teaching enhances the degree of confidence in teacher trainees?” hence, the majority of the male teacher educators’ response indicates that the practice teaching enhances the degree of confidence in teacher trainees.

**4.3.34. Item no. 34. Do you think assignments gives stress on practical activities like internal assignment, project works, seasonal works, internship in teaching, practice of micro –teaching skills, community works, practical works relating to**

**work experiences innovative ways for conducting practical activities related to health and physical education, work experience, fieldwork with community etc?**

The data pertaining to this item has been presented in table 4.2.34

**Table – 4.2.34 percentage wise analysis of item no.34**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>55%</b>	<b>45%</b>

In the above table no. (4.2.34) on this item out of 42 male teacher educators 55% responded as YES! And 45% of the male teacher educators responded as NO! So, from this, it is clear that 55% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 45% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think assignments gives stress on practical activities like internal assignment, project works, seasonal works, internship in teaching, practice of micro –teaching skills, community works, practical works relating to work experiences innovative ways for conducting practical activities related to health and physical education, work experience, fieldwork with community etc?” hence, the majority of the male teacher educators’ response indicates that the assignments gives stress on practical activities like internal assignment, project works, seasonal works, internship in teaching, practice of micro –teaching skills, community works, practical works relating to work experiences innovative ways for conducting practical activities related to health and physical education, work experience, fieldwork with community etc.

**4.3.35. Item no. 35. Do you think that the student teachers find difficulty in assignment work?**

The data pertaining to this item has been presented in table 4.2.35

**Table – 4.2.35 percentage wise analysis of item no.35**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>45%</b>	<b>55%</b>

In the above table no. (4.2.35) on this item out of 42 male teacher educators 45% responded as YES! And 55% of the male teacher educators responded as NO! So, from this, it is clear that 45% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 55% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that the student teachers find difficulty in assignment work?” hence, the majority of the male teacher educators’ response indicates that the student teachers do not find difficulty in assignment work.

**4.3.36. Item no. 36 Do you think adequate teaching and non-teaching staff should be employed in order to make the course effective?**

The data pertaining to this item has been presented in table 4.2.36

**Table – 4.2.36 percentage wise analysis of item no.36**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>83%</b>	<b>17%</b>

In the above table no. (4.2.36) on this item out of 42 male teacher educators 83% responded as YES! And 17% of the male teacher educators responded as NO! So, from this, it is clear that 83% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 17% of the male teacher educators of B.Ed. Colleges

of west Bengal have disagreed the item that “Do you think adequate teaching and non-teaching staff should be employed in order to make the course effective?” hence, the majority of the male teacher educators’ response indicates that the adequate teaching and non-teaching staff should be employed in order to make the course effective.

**4.3.37. Item no. 37. Do you think the NET qualified and experienced teacher educators must be recruited?**

The data pertaining to this item has been presented in table 4.2.37

**Table – 4.2.37 percentage wise analysis of item no.37**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>77%</b>	<b>23%</b>

In the above table no. (4.2.37) on this item out of 42 male teacher educators 77% responded as YES! And 23% of the male teacher educators responded as NO! So, from this, it is clear that 77% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 23% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the NET qualified and experienced teacher educators must be recruited?” hence, the majority of the male teacher educators’ response indicates that the NET qualified and experienced teacher educators must be recruited.

**4.3.38. Item no. 38. Do you think that NCTE should reduce the duration again to 1 year?**

The data pertaining to this item has been presented in table 4.2.38

**Table – 4.2.38 percentage wise analysis of item no.38**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>45%</b>	<b>55%</b>

In the above table no. (4.2.38) on this item out of 42 male teacher educators 45% responded as YES! And 55% of the male teacher educators responded as NO! So, from this, it is clear that 45% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 55% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that NCTE should reduce the duration again to 1 year?” hence, the majority of the male teacher educators’ response indicates that the NCTE should not reduce the duration again to 1 year.

**4.3.39. Item no. 39. Do you think the two years B.Ed. course is a downfall for the self-financing institutions as the students of two years B.Ed. course are lesser as compared to that of one year course.**

The data pertaining to this item has been presented in table 4.2.39

**Table – 4.2.39 percentage wise analysis of item no.39**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Male Teacher Educators</b>	<b>42</b>	<b>74%</b>	<b>26%</b>

In the above table no. (4.2.39) on this item out of 42 male teacher educators 74% responded as YES! And 26% of the male teacher educators responded as NO! So, from this, it is clear that 74% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 26% of the male teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the two years B.Ed. course is a downfall for the self-financing institutions as the students of two years B.Ed. course are lesser as compared to that of one year course?” hence, the majority of the

male teacher educators' response indicates that the two years B.Ed. course is a downfall for the self-financing institutions as the students of two years B.Ed. course are lesser as compared to that of one year course.

#### **4.4 ATTITUDE OF 58 FEMALE TEACHER EDUCATORS OF B.ED COLLEGES OF WEST BENGAL TOWARDS TWO YEARS B.ED PROGRAMME.**

##### **4.4.1 Item no. 1. Is the two years B.Ed. programme very costly?**

The data pertaining to this item has been presented in table 4.3.1

**Table – 4.3.1 percentage wise analysis of item no.1**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>55%</b>	<b>45%</b>

In the above table no. (4.3.1) on this item out of 58 female teacher educators 55% responded as YES! And 45% of the female teacher educators responded as NO! So, from this, it is clear that 55% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 45% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Is the two years B.Ed. programme very costly?” hence, the majority of the female teacher educators' response indicates that the two years B.Ed. programme is very costly.

##### **4.4.2 Item no. 2. Whether two years B.Ed. programme is affecting the financial status of student teachers?**

The data pertaining to this item has been presented in table 4.3.2

**Table – 4.3.2 percentage wise analysis of item no.2**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>69%</b>	<b>31%</b>

In the above table no. (4.3.2) on this item out of 58 female teacher educators 69% responded as YES! And 31% of the female teacher educators responded as NO! So, from this, it is clear that 69% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 31% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “whether two years B.Ed. programme is affecting the financial status of student teachers?” hence, the majority of female teacher educators’ response indicates that the two years B.Ed. programme is affecting the financial status of student teachers.

#### **4.4.3 Item no.3. Interviews, group discussions along with common entrance tests marks should be introduced for selecting the candidates?**

The data pertaining to this item has been presented in table 4.3.3

**Table – 4.3.3 percentage wise analysis of item no.3**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>71%</b>	<b>29%</b>

In the above table no. (4.3.3) on this item out of 58 female teacher educators 71% responded as YES! And 29% of the female teacher educators responded as NO! So, from this, it is clear that 71% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 29% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Interviews, group discussions



along with common entrance tests marks should be introduced for selecting the candidates?” hence, the majority of the female teacher educators’ response indicates that the Interviews, group discussions along with common entrance tests marks should be introduced for selecting the candidates.

**4.4.4 Item no.4. Will it be better if there is a basic unit of 50 students with a maximum of two units in B.Ed. programme?**

The data pertaining to this item has been presented in table 4.3.4

**Table – 4.3.4 percentage wise analysis of item no.4**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>81%</b>	<b>19%</b>

In the above table no. (4.3.4) on this item out of 58 female teacher educators 81% responded as YES! And 19% of the female teacher educators responded as NO! So, from this, it is clear that 81% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 19% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Will it be better if there is a basic unit of 50 students with a maximum of two units in B.Ed. programme?” hence, the majority of the female teacher educators’ response indicates that it will be better if there is a basic unit of 50 students with a maximum of two units in B.Ed. programme.

**4.4.5 Item no. 5. Do you feel that the duration of the two years B.Ed. course is lengthy and wastage of time?**

The data pertaining to this item has been presented in table 4.3.5

**Table – 4.3.5 percentage wise analysis of item no.5**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>46%</b>	<b>54%</b>

In the above table no. (4.3.5) on this item out of 58 female teacher educators 46% responded as YES! And 54% of the female teacher educators responded as NO! So, from this, it is clear that 46% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 54% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you feel that the duration of the two years B.Ed. course is lengthy and wastage of time?” hence, the majority of the female teacher educators’ response indicates that the duration of the two years B.Ed. course is not lengthy and not a wastage of time.

#### **4.4.6 Item no. 6. Are you satisfied with the present changes in the duration of B.Ed. course?**

The data pertaining to this item has been presented in table 4.3.6

**Table – 4.3.6 percentage wise analysis of item no.6**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>55%</b>	<b>45%</b>

In the above table no. (4.3.6) on this item out of 58 female teacher educators 55% responded as YES! And 45% of the female teacher educators responded as NO! So, from this, it is clear that 55% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 45% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Are you satisfied with the present changes in the duration of B.Ed. course?” hence, the majority of the female

teacher educators' response indicates that they are satisfied with the present changes in the duration of B.Ed. course.

**4.4.7 Item no. 7. Do you think that the present two years B.Ed. course is more effective than the previous one year B.Ed. course?**

The data pertaining to this item has been presented in table 4.3.7

**Table – 4.3.7 percentage wise analysis of item no.7**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>59%</b>	<b>41%</b>

In the above table no. (4.3.7) on this item out of 58 female teacher educators 59% responded as YES! And 41% of the female teacher educators responded as NO! So, from this, it is clear that 59% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 41% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that the present two years B.Ed. course is more effective than the previous one year B.Ed. course?” hence, the majority of the female teacher educators' response indicates that the present two years B.Ed. course is more effective than the previous one year B.Ed. course.

**4.4.8 Item no. 8. Will trainee teachers suffer from mental pressures with the duration minimum two years B.Ed. course?**

The data pertaining to this item has been presented in table 4.3.8

**Table – 4.3.8 percentage wise analysis of item no.8**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
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<b>Female Teacher Educators</b>	<b>58</b>	<b>46%</b>	<b>54%</b>
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In the above table no. (4.3.8) on this item out of 58 female teacher educators 46% responded as YES! And 54% of the female teacher educators responded as NO! So, from this, it is clear that 46% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 54% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Will trainee teachers suffer from mental pressures with the duration minimum two years B.Ed. course?” hence, the majority of the female teacher educators’ response indicates that the teacher trainee will not suffer from mental pressures with the duration minimum two years B.Ed. course.

**4.4.9 Item no. 9. Do you think that the extension of B.Ed. course would lessen the interest of students towards studies as it becomes a time consuming process?**

The data pertaining to this item has been presented in table 4.3.9

**Table – 4.3.9 percentage wise analysis of item no.9**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>57%</b>	<b>43%</b>

In the above table no. (4.3.9) on this item out of 58 female teacher educators 57% responded as YES! And 43% of the female teacher educators responded as NO! So, from this, it is clear that 57% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 43% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that the extension of B.Ed. course would lessen the interest of students towards studies as it becomes a time consuming process?” hence, the majority of the female teacher educators’

response indicates that the extension of B.Ed. course would lessen the interest of students towards studies as it becomes a time consuming process.

**4.4.10. Item no. 10. Is the two years B.Ed. course sufficient time to provide adequate and stable content knowledge?**

The data pertaining to this item has been presented in table 4.3.10

**Table – 4.3.10 percentage wise analysis of item no.10**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>84%</b>	<b>16%</b>

In the above table no. (4.3.10) on this item out of 58 female teacher educators 84% responded as YES! And 16% of the female teacher educators responded as NO! So, from this, it is clear that 84% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 16% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Is the two years B.Ed. course sufficient time to provide adequate and stable content knowledge?” hence, the majority of the female teacher educators’ response indicates that the two years B.Ed. course is sufficient time to provide adequate and stable content knowledge.

**4.4.11. Item no. 11. Do you think student teachers will face so many problems due to two hundred working days and 80% of minimum attendance in B.Ed. course?**

The data pertaining to this item has been presented in table 4.3.11

**Table – 4.3.11 percentage wise analysis of item no.11**

Category	Total No.	Yes %	No %
<b>Female Teacher Educators</b>	<b>58</b>	<b>43%</b>	<b>57%</b>

In the above table no. (4.3.11) on this item out of 58 female teacher educators 43% responded as YES! And 57% of the female teacher educators responded as NO! So, from this, it is clear that 43% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 57% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think student teachers will face so many problems due to two hundred working days and 80% of minimum attendance in B.Ed. course?” hence, the majority of the female teacher educators’ response indicates that the student teachers will not face so many problems due to two hundred working days and 80% of minimum attendance in B.Ed. course.

**4.4.12. Item no. 12. Do you think that with the expansion of the duration of the internship programme a better understanding of demonstration lesson, micro teaching and macro teaching practice has prevailed in the present student teachers?**

The data pertaining to this item has been presented in table 4.3.12

**Table – 4.3.12 percentage wise analysis of item no.12**

Category	Total No.	Yes %	No %
<b>Female Teacher Educators</b>	<b>58</b>	<b>78%</b>	<b>22%</b>

In the above table no. (4.3.12) on this item out of 58 female teacher educators 78% responded as YES! And 22% of the female teacher educators responded as NO! So, from this, it is clear that 78% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 22% of the female teacher educators of B.Ed.

Colleges of west Bengal have disagreed the item that “Do you think that with the expansion of the duration of the internship programme a better understanding of demonstration lesson, micro teaching and macro teaching practice has prevailed in the present student teachers?” hence, the majority of the female teacher educators’ response indicates that with the expansion of the duration of the internship programme a better understanding of demonstration lesson, micro teaching and macro teaching practice has prevailed in the present student teachers.

**4.4.13. Item no. 13. Has the 6 months internship programme been an important factor for enhancing the entire B.Ed. programme?**

The data pertaining to this item has been presented in table 4.3.13

**Table – 4.3.13 percentage wise analysis of item no.13**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>78%</b>	<b>22%</b>

In the above table no. (4.3.13) on this item out of 58 female teacher educators 78% responded as YES! And 22% of the female teacher educators responded as NO! So, from this, it is clear that 78% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 22% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Has the 6 months internship programme been an important factor for enhancing the entire B.Ed. programme?” hence, the majority of the female teacher educators’ response indicates that the 6 months internship programme been an important factor for enhancing the entire B.Ed. programme.

**4.4.14. Item no. 14. Do you think that the internship of six months is very long period?**

The data pertaining to this item has been presented in table 4.3.14

**Table – 4.3.14 percentage wise analysis of item no.14**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>34%</b>	<b>66%</b>

In the above table no. (4.3.14) on this item out of 58 female teacher educators 34% responded as YES! And 66% of the female teacher educators responded as NO! So, from this, it is clear that 34% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 66% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that the internship of six months is very long period?” hence, the majority of the female teacher educators’ response indicates that the internship of six months is not very long period.

**4.4.15. Item no.15. Do you think the curriculum is very much rigid in two years B.Ed. course?**

The data pertaining to this item has been presented in table 4.3.15

**Table – 4.3.15 percentage wise analysis of item no.15**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>41%</b>	<b>59%</b>



In the above table no. (4.3.15) on this item out of 58 female teacher educators 41% responded as YES! And 59% of the female teacher educators responded as NO! So, from this, it is clear that 41% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 59% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the curriculum is very much rigid in two years B.Ed. course?” hence, the majority of the female teacher educators’ response indicates that the curriculum is not very much rigid in two years B.Ed. course.

**4.4.16. Item no.16. Do you think the two years B.Ed. curriculum reduces the gap between theory and practice, between teacher education curriculum and school realities?**

The data pertaining to this item has been presented in table 4.3.16

**Table – 4.3.16 percentage wise analysis of item no.16**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>69%</b>	<b>31%</b>

In the above table no. (4.3.16) on this item out of 58 female teacher educators 69% responded as YES! And 31% of the female teacher educators responded as NO! So, from this, it is clear that 69% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 31% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the two years B.Ed. curriculum reduces the gap between theory and practice, between teacher education curriculum and school realities?” hence, the majority of the female teacher educators’ response indicates that the two years B.Ed. curriculum reduces the gap

between theory and practice, between teacher education curriculum and school realities.

**4.4.17. Item no. 17. Do you think the present B.Ed. Curriculum is based on the needs of the individual and society?**

The data pertaining to this item has been presented in table 4.3.17

**Table – 4.3.17 percentage wise analysis of item no.17**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>69%</b>	<b>31%</b>

In the above table no. (4.3.17) on this item out of 58 female teacher educators 69% responded as YES! And 31% of the female teacher educators responded as NO! So, from this, it is clear that 69% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 31% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the present B.Ed. Curriculum is based on the needs of the individual and society?” hence, the majority of the female teacher educators’ response indicates that the present B.Ed. Curriculum is based on the needs of the individual and society.

**4.4.18. Item no. 18. Do you think that there are unplanned and insufficient co-curricular activities in 2 years B.Ed. programme?**

The data pertaining to this item has been presented in table 4.3.18

**Table – 4.3.18 percentage wise analysis of item no.18**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher</b>	<b>58</b>	<b>43%</b>	<b>57%</b>

<b>Educators</b>			
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In the above table no. (4.3.18) on this item out of 58 female teacher educators 43% responded as YES! And 57% of the female teacher educators responded as NO! So, from this, it is clear that 43% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 57% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that there are unplanned and insufficient co-curricular activities in 2 years B.Ed. programme?” hence, the majority of the female teacher educators’ response indicates that that there are planned and sufficient co-curricular activities in 2 years B.Ed. programme.

**4.4.19. Item no. 19. Do you think that the ICT, gender, yoga education and inclusive education shall form an integral part of the B.Ed. curriculum?**

The data pertaining to this item has been presented in table 4.3.19

**Table – 4.3.19 percentage wise analysis of item no.19**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>93%</b>	<b>7%</b>

In the above table no. (4.3.19) on this item out of 58 female teacher educators 93% responded as YES! And 7% of the female teacher educators responded as NO! So, from this, it is clear that 93% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 7% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that the ICT, gender, yoga education and inclusive education shall form an integral part of the B.Ed. curriculum?” hence, the majority of the female teacher educators’ response

indicates that the ICT, gender, yoga education and inclusive education shall form an integral part of the B.Ed. curriculum.

**4.4.20. Item no. 20. Do you think that there is no scope for curriculum development on a continuing basis to keep pace with current trends?**

The data pertaining to this item has been presented in table 4.3.20

**Table – 4.3.20 percentage wise analysis of item no.20**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>52%</b>	<b>48%</b>

In the above table no. (4.3.20) on this item out of 58 female teacher educators 52% responded as YES! And 48% of the female teacher educators responded as NO! So, from this, it is clear that 52% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 48% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that there is no scope for curriculum development on a continuing basis to keep pace with current trends?” hence, the majority of the female teacher educators’ response indicates that there is no scope for curriculum development on a continuing basis to keep pace with current trends.

**4.4.21. Item no 21. Do you think that 2 years B.Ed. curriculum is sufficient to provide greater scope for development of sound knowledge on different areas i.e content knowledge, knowledge on teaching, learning, methodologies and knowledge on pedagogy of teaching- learning among the trainee teachers?**

The data pertaining to this item has been presented in table 4.3.21

**Table – 4.3.21 percentage wise analysis of item no.21**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>74%</b>	<b>26%</b>

In the above table no. (4.3.21) on this item out of 58 female teacher educators 74% responded as YES! And 26% of the female teacher educators responded as NO! So, from this, it is clear that 74% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 26% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that 2 years B.Ed. curriculum is sufficient to provide greater scope for development of sound knowledge on different areas i.e content knowledge, knowledge on teaching, learning, methodologies and knowledge on pedagogy of teaching- learning among the trainee teachers?” hence, the majority of the female teacher educators’ response indicates that 2 years B.Ed. curriculum is sufficient to provide greater scope for development of sound knowledge on different areas i.e content knowledge, knowledge on teaching, learning, methodologies and knowledge on pedagogy of teaching- learning among the trainee teachers.

**4.4.22. Item no. 22. Do the inclusion of two years B.Ed. courses would increase the learning burden of student teachers?**

The data pertaining to this item has been presented in table 4.3.22

**Table – 4.3.22 percentage wise analysis of item no.22**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>62%</b>	<b>38%</b>

In the above table no. (4.3.22) on this item out of 58 female teacher educators 62% responded as YES! And 38% of the female teacher educators responded as NO! So, from this, it is clear that 62% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 38% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do the inclusion of two years B.Ed. courses would increase the learning burden of student teachers?” hence, the majority of the female teacher educators’ response indicates that the inclusion of two years B.Ed. courses would increase the learning burden of student teachers.

**4.4.23. Item no. 23. Do you think the two years B.Ed. programme fulfils the educational objectives?**

The data pertaining to this item has been presented in table 4.3.23

**Table – 4.3.23 percentage wise analysis of item no.23**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>72%</b>	<b>28%</b>

In the above table no. (4.3.23) on this item out of 58 female teacher educators 72% responded as YES! And 28% of the female teacher educators responded as NO! So, from this, it is clear that 72% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 28% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the two years B.Ed. programme fulfils the educational objectives?” hence, the majority of the female teacher educators’ response indicates that the two years B.Ed. programme fulfils the educational objectives.

**4.4.24. Item no. 24. Do you think Instead of extending the B.Ed. course the change in curriculum could have been much effective?**

The data pertaining to this item has been presented in table 4.3.24

**Table – 4.3.24 percentage wise analysis of item no.24**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>62%</b>	<b>38%</b>

In the above table no. (4.3.24) on this item out of 58 female teacher educators 62% responded as YES! And 38% of the female teacher educators responded as NO! So, from this, it is clear that 62% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 38% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think Instead of extending the B.Ed. course the change in curriculum could have been much effective?” hence, the majority of the female teacher educators’ response indicates that Instead of extending the B.Ed. course the change in curriculum could have been much effective.

**4.4.25. Item no.25. Do you think the two year B.Ed. course gaining more focus on practical aspect of education rather than theoretical aspect of education?**

The data pertaining to this item has been presented in table 4.3.25

**Table – 4.3.25 percentage wise analysis of item no.25**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>67%</b>	<b>33%</b>

In the above table no. (4.3.25) on this item out of 58 female teacher educators 67% responded as YES! And 33% of the female teacher educators responded as NO! So, from this, it is clear that 67% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 33% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the two year B.Ed. course gaining more focus on practical aspect of education rather than theoretical aspect of education?” hence, the majority of the female teacher educators’ response indicates that the two year B.Ed. course gaining more focus on practical aspect of education rather than theoretical aspect of education.

**4.4.26. Item no. 26. Do you think two year B.Ed. course will develop proper teaching skills in student teachers?**

The data pertaining to this item has been presented in table 4.3.26

**Table – 4.3.26 percentage wise analysis of item no.26**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>81%</b>	<b>19%</b>

In the above table no. (4.3.26) on this item out of 58 female teacher educators 81% responded as YES! And 19% of the female teacher educators responded as NO! So, from this, it is clear that 81% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 19% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think two year B.Ed. course will develop proper teaching skills in student teachers?” hence, the majority of the female teacher educators’ response indicates that the two year B.Ed. course will develop proper teaching skills in student teachers.



**4.4.27. Item no. 27. Do you think the teacher education is no longer a training process but an education strategy for enabling teachers to teach and concern for their well-being?**

The data pertaining to this item has been presented in table 4.3.27

**Table – 4.3.27 percentage wise analysis of item no.27**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>79%</b>	<b>21%</b>

In the above table no. (4.3.27) on this item out of 58 female teacher educators 79% responded as YES! And 21% of the female teacher educators responded as NO! So, from this, it is clear that 79% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 21% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the teacher education is no longer a training process but an education strategy for enabling teachers to teach and concern for their well-being?” hence, the majority of the female teacher educators’ response indicates that the teacher education is no longer a training process but an education strategy for enabling teachers to teach and concern for their well-being.

**4.4.28. Item no. 28. Do you think during two years of training the student teachers can develop the ability for critical and logical thinking and apply the acquired knowledge and skills in unfamiliar situations?**

The data pertaining to this item has been presented in table 4.3.28

**Table – 4.3.28 percentage wise analysis of item no.28**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>72%</b>	<b>28%</b>

In the above table no. (4.3.28) on this item out of 58 female teacher educators 72% responded as YES! And 28% of the female teacher educators responded as NO! So, from this, it is clear that 72% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 28% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think during two years of training the student teachers can develop the ability for critical and logical thinking and apply the acquired knowledge and skills in unfamiliar situations?” hence, the majority of the female teacher educators’ response indicates that during two years of training the student teachers can develop the ability for critical and logical thinking and apply the acquired knowledge and skills in unfamiliar situations.

**4.4.29. Item no. 29. Are the student teachers of two years B.Ed. course getting more opportunities for practise teaching rather than the student teachers of one year B.Ed. course?**

The data pertaining to this item has been presented in table 4.3.29

**Table – 4.3.29 percentage wise analysis of item no.29**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>98%</b>	<b>2%</b>

In the above table no. (4.3.29) on this item out of 58 female teacher educators 98% responded as YES! And 2% of the female teacher educators responded as NO! So, from this, it is clear that 98% of the female teacher educators of B.Ed. Colleges of

west Bengal have agreed the item and 2% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Are the student teachers of two years B.Ed. course getting more opportunities for practise teaching rather than the student teachers of one year B.Ed. course?” hence, the majority of the female teacher educators’ response indicates that the student teachers of two years B.Ed. course getting more opportunities for practise teaching rather than the student teachers of one year B.Ed. course.

**4.4.30. Item no. 30. Is there co-operation from the school principal for internship?**

The data pertaining to this item has been presented in table 4.3.30

**Table – 4.3.30 percentage wise analysis of item no.30**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>81%</b>	<b>19%</b>

In the above table no. (4.3.30) on this item out of 58 female teacher educators 81% responded as YES! And 19% of the female teacher educators responded as NO! So, from this, it is clear that 81% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 19% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Is there co-operation from the school principal for internship?” hence, the majority of the female teacher educators’ response indicates that there is co-operation from the school principal for internship.

**4.4.31. Item no. 31. Are appropriate teaching aids used during practice teaching?**

The data pertaining to this item has been presented in table 4.3.31

**Table – 4.3.31 percentage wise analysis of item no.31**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>74%</b>	<b>26%</b>

In the above table no. (4.3.31) on this item out of 58 female teacher educators 74% responded as YES! And 26% of the female teacher educators responded as NO! So, from this, it is clear that 74% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 26% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Are appropriate teaching aids used during practice teaching?” hence, the majority of the female teacher educators’ response indicates that the appropriate teaching aids used during practice teaching.

#### **4.4.32. Item no. 32. Do Practice teaching helps in mastery of teaching skill?**

The data pertaining to this item has been presented in table 4.3.32

**Table – 4.3.32 percentage wise analysis of item no.32**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>98%</b>	<b>2%</b>

In the above table no. (4.3.32) on this item out of 58 female teacher educators 98% responded as YES! And 2% of the female teacher educators responded as NO! So, from this, it is clear that 98% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 2% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do Practice teaching helps in mastery of teaching skill?” hence, the majority of the female teacher educators’ response indicates that the Practice teaching helps in mastery of teaching skill.

**4.4.33. Item no. 33. Do you think practice teaching enhances the degree of confidence in teacher trainees?**

The data pertaining to this item has been presented in table 4.3.33

**Table – 4.3.33 percentage wise analysis of item no.33**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>95%</b>	<b>5%</b>

In the above table no. (4.3.33) on this item out of 58 female teacher educators 95% responded as YES! And 5% of the female teacher educators responded as NO! So, from this, it is clear that 95% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 5% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think practice teaching enhances the degree of confidence in teacher trainees?” hence, the majority of the female teacher educators’ response indicates that the practice teaching enhances the degree of confidence in teacher trainees.

**4.4.34. Item no. 34. Do you think assignments gives stress on practical activities like internal assignment, project works, seasonal works, internship in teaching, practice of micro –teaching skills, community works, practical works relating to work experiences innovative ways for conducting practical activities related to health and physical education, work experience, fieldwork with community etc?**

The data pertaining to this item has been presented in table 4.3.34

**Table – 4.3.34 percentage wise analysis of item no.34**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
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<b>Female Teacher Educators</b>	<b>58</b>	<b>67%</b>	<b>33%</b>
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In the above table no. (4.3.34) on this item out of 58 female teacher educators 67% responded as YES! And 33% of the female teacher educators responded as NO! So, from this, it is clear that 67% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 33% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think assignments gives stress on practical activities like internal assignment, project works, seasonal works, internship in teaching, practice of micro –teaching skills, community works, practical works relating to work experiences innovative ways for conducting practical activities related to health and physical education, work experience, fieldwork with community etc?” hence, the majority of the female teacher educators’ response indicates that the assignments gives stress on practical activities like internal assignment, project works, seasonal works, internship in teaching, practice of micro –teaching skills, community works, practical works relating to work experiences innovative ways for conducting practical activities related to health and physical education, work experience, fieldwork with community etc.

**4.4.35. Item no. 35. Do you think that the student teachers find difficulty in assignment work?**

The data pertaining to this item has been presented in table 4.3.35

**Table – 4.3.35 percentage wise analysis of item no.35**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>43%</b>	<b>57%</b>

In the above table no. (4.3.35) on this item out of 58 female teacher educators 43% responded as YES! And 57% of the female teacher educators responded as NO! So, from this, it is clear that 43% of the male teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 57% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that the student teachers find difficulty in assignment work?” hence, the majority of the female teacher educators’ response indicates that the student teachers do not find difficulty in assignment work.

**4.4.36. Item no. 36 Do you think adequate teaching and non-teaching staff should be employed in order to make the course effective?**

The data pertaining to this item has been presented in table 4.3.36

**Table – 4.3.36 percentage wise analysis of item no.36**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>93%</b>	<b>7%</b>

In the above table no. (4.3.36) on this item out of 58 female teacher educators 93% responded as YES! And 7% of the female teacher educators responded as NO! So, from this, it is clear that 93% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 7% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think adequate teaching and non-teaching staff should be employed in order to make the course effective?” hence, the majority of the female teacher educators’ response indicates

that the adequate teaching and non-teaching staff should be employed in order to make the course effective.

**4.4.37. Item no. 37. Do you think the NET qualified and experienced teacher educators must be recruited?**

The data pertaining to this item has been presented in table 4.3.37

**Table – 4.3.37 percentage wise analysis of item no.37**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>67%</b>	<b>33%</b>

In the above table no. (4.3.37) on this item out of 58 female teacher educators 67% responded as YES! And 33% of the female teacher educators responded as NO! So, from this, it is clear that 67% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 33% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the NET qualified and experienced teacher educators must be recruited?” hence, the majority of the female teacher educators’ response indicates that the NET qualified and experienced teacher educators must be recruited.

**4.4.38. Item no. 38. Do you think that NCTE should reduce the duration again to 1 year?**

The data pertaining to this item has been presented in table 4.3.38

**Table – 4.3.38 percentage wise analysis of item no.38**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>33%</b>	<b>67%</b>



In the above table no. (4.3.38) on this item out of 58 female teacher educators 33% responded as YES! And 67% of the female teacher educators responded as NO! So, from this, it is clear that 33% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 67% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that NCTE should reduce the duration again to 1 year?” hence, the majority of the female teacher educators’ response indicates that the NCTE should not reduce the duration again to 1 year.

**4.4.39. Item no. 39. Do you think the two years B.Ed. course is a downfall for the self-financing institutions as the students of two years B.Ed. course are lesser as compared to that of one year course.**

The data pertaining to this item has been presented in table 4.3.39

**Table – 4.3.39 percentage wise analysis of item no.39**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Female Teacher Educators</b>	<b>58</b>	<b>69%</b>	<b>31%</b>

In the above table no. (4.3.39) on this item out of 58 female teacher educators 69% responded as YES! And 31% of the female teacher educators responded as NO! So, from this, it is clear that 69% of the female teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 31% of the female teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the two years B.Ed. course is a downfall for the self-financing institutions as the students of two years B.Ed. course are lesser as compared to that of one year course?” hence, the majority of the female teacher educators’ response indicates that the two years B.Ed.

course is a downfall for the self-financing institutions as the students of two years B.Ed. course are lesser as compared to that of one year course.

#### **4.5 ATTITUDE OF 50 GOVERNMENT B.ED. COLLEGE TEACHER EDUCATORS OF WEST BENGAL TOWARDS TWO YEARS B.ED. PROGRAMME.**

##### **4.5.1 Item no. 1. Is the two years B.Ed. programme very costly?**

The data pertaining to this item has been presented in table 4.4.1

**Table – 4.4.1 percentage wise analysis of item no.1**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>44%</b>	<b>56%</b>

In the above table no. (4.4.1) on this item out of 50 government teacher educators 44% responded as YES! And 56% of the government teacher educators responded as NO! So, from this, it is clear that 44% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 56% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Is the two years B.Ed. programme very costly?” hence, the majority of the government teacher educators’ response indicates that the two years B.Ed. programme is not very costly.

##### **4.5.2 Item no. 2. Whether two years B.Ed. programme is affecting the financial status of student teachers?**

The data pertaining to this item has been presented in table 4.4.2

**Table – 4.4.2 percentage wise analysis of item no.2**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>62%</b>	<b>38%</b>

In the above table no. (4.4.2) on this item out of 50 government teacher educators 62% responded as YES! And 38% of the government teacher educators responded as NO! So, from this, it is clear that 62% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 38% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “whether two years B.Ed. programme is affecting the financial status of student teachers?” hence, the majority of government teacher educators’ response indicates that the two years B.Ed. programme is affecting the financial status of student teachers.

#### **4.5.3 Item no.3. Interviews, group discussions along with common entrance tests marks should be introduced for selecting the candidates?**

The data pertaining to this item has been presented in table 4.4.3

**Table – 4.4.3 percentage wise analysis of item no.3**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>82%</b>	<b>18%</b>

In the above table no. (4.4.3) on this item out of 50 government teacher educators 82% responded as YES! And 18% of the government teacher educators responded as NO! So, from this, it is clear that 82% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 18% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Interviews,

group discussions along with common entrance tests marks should be introduced for selecting the candidates?” hence, the majority of the government teacher educators’ response indicates that the Interviews, group discussions along with common entrance tests marks should be introduced for selecting the candidates.

**4.5.4 Item no.4. Will it be better if there is a basic unit of 50 students with a maximum of two units in B.Ed. programme?**

The data pertaining to this item has been presented in table 4.4.4

**Table – 4.4.4 percentage wise analysis of item no.4**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>94%</b>	<b>6%</b>

In the above table no. (4.4.4) on this item out of 50 government teacher educators 94% responded as YES! And 6% of the government teacher educators responded as NO! So, from this, it is clear that 94% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 6% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Will it be better if there is a basic unit of 50 students with a maximum of two units in B.Ed. programme?” hence, the majority of the government teacher educators’ response indicates that it will be better if there is a basic unit of 50 students with a maximum of two units in B.Ed. programme.

**4.5.5 Item no. 5. Do you feel that the duration of the two years B.Ed. course is lengthy and wastage of time?**

The data pertaining to this item has been presented in table 4.4.5

**Table – 4.4.5 percentage wise analysis of item no.5**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>38%</b>	<b>62%</b>

In the above table no. (4.4.5) on this item out of 50 government teacher educators 38% responded as YES! And 62% of the government teacher educators responded as NO! So, from this, it is clear that 38% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 62% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you feel that the duration of the two years B.Ed. course is lengthy and wastage of time?” hence, the majority of the government teacher educators’ response indicates that the duration of the two years B.Ed. course is not lengthy and not a wastage of time.

**4.5.6 Item no. 6. Are you satisfied with the present changes in the duration of B.Ed. course?**

The data pertaining to this item has been presented in table 4.4.6

**Table – 4.4.6 percentage wise analysis of item no.6**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>58%</b>	<b>42%</b>

In the above table no. (4.4.6) on this item out of 50 government teacher educators 58% responded as YES! And 42% of the government teacher educators responded as NO! So, from this, it is clear that 58% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 42% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Are you satisfied with the present changes in the duration of B.Ed. course?” hence, the

majority of the government teacher educators' response indicates that they are satisfied with the present changes in the duration of B.Ed. course.

**4.5.7 Item no. 7. Do you think that the present two years B.Ed. course is more effective than the previous one year B.Ed. course?**

The data pertaining to this item has been presented in table 4.4.7

**Table – 4.4.7 percentage wise analysis of item no.7**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>80%</b>	<b>20%</b>

In the above table no. (4.4.7) on this item out of 50 government teacher educators 80% responded as YES! And 20% of the government teacher educators responded as NO! So, from this, it is clear that 80% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 20% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that the present two years B.Ed. course is more effective than the previous one year B.Ed. course?” hence, the majority of the government teacher educators' response indicates that the present two years B.Ed. course is more effective than the previous one year B.Ed. course.

**4.5.8 Item no. 8. Will trainee teachers suffer from mental pressures with the duration minimum two years B.Ed. course?**

The data pertaining to this item has been presented in table 4.4.8

**Table – 4.4.8 percentage wise analysis of item no.8**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
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<b>Government Teacher Educators</b>	<b>50</b>	<b>46%</b>	<b>54%</b>
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In the above table no. (4.4.8) on this item out of 50 government teacher educators 46% responded as YES! And 54% of the government teacher educators responded as NO! So, from this, it is clear that 46% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 54% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Will trainee teachers suffer from mental pressures with the duration minimum two years B.Ed. course?” hence, the majority of the government teacher educators’ response indicates that the teacher trainee will not suffer from mental pressures with the duration minimum two years B.Ed. course.

**4.5.9 Item no. 9. Do you think that the extension of B.Ed. course would lessen the interest of students towards studies as it becomes a time consuming process?**

The data pertaining to this item has been presented in table 4.4.9

**Table – 4.4.9 percentage wise analysis of item no.9**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>72%</b>	<b>28%</b>

In the above table no. (4.4.9) on this item out of 50 government teacher educators 72% responded as YES! And 28% of the government teacher educators responded as NO! So, from this, it is clear that 72% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 28% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that the extension of B.Ed. course would lessen the interest of students towards

studies as it becomes a time consuming process?” hence, the majority of the government teacher educators’ response indicates that the extension of B.Ed. course would lessen the interest of students towards studies as it becomes a time consuming process.

**4.5.10. Item no. 10. Is the two years B.Ed. course sufficient time to provide adequate and stable content knowledge?**

The data pertaining to this item has been presented in table 4.4.10

**Table – 4.4.10 percentage wise analysis of item no.10**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>94%</b>	<b>6%</b>

In the above table no. (4.4.10) on this item out of 50 government teacher educators 94% responded as YES! And 6% of the government teacher educators responded as NO! So, from this, it is clear that 94% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 6% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Is the two years B.Ed. course sufficient time to provide adequate and stable content knowledge?” hence, the majority of the government teacher educators’ response indicates that the two years B.Ed. course is sufficient time to provide adequate and stable content knowledge.

**4.5.11. Item no. 11. Do you think student teachers will face so many problems due to two hundred working days and 80% of minimum attendance in B.Ed. course?**



The data pertaining to this item has been presented in table 4.4.11

**Table – 4.4.11 percentage wise analysis of item no.11**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>46%</b>	<b>54%</b>

In the above table no. (4.4.11) on this item out of 50 government teacher educators 46% responded as YES! And 54% of the government teacher educators responded as NO! So, from this, it is clear that 46% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 54% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think student teachers will face so many problems due to two hundred working days and 80% of minimum attendance in B.Ed. course?” hence, the majority of the government teacher educators” response indicates that the student teachers will not face so many problems due to two hundred working days and 80% of minimum attendance in B.Ed. course.

**4.5.12. Item no. 12. Do you think that with the expansion of the duration of the internship programme a better understanding of demonstration lesson, micro teaching and macro teaching practice has prevailed in the present student teachers?**

The data pertaining to this item has been presented in table 4.4.12

**Table – 4.4.12 percentage wise analysis of item no.12**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>88%</b>	<b>12%</b>

In the above table no. (4.4.12) on this item out of 50 government teacher educators 88% responded as YES! And 12% of the government teacher educators responded as NO! So, from this, it is clear that 88% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 12% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that with the expansion of the duration of the internship programme a better understanding of demonstration lesson, micro teaching and macro teaching practice has prevailed in the present student teachers?” hence, the majority of the government teacher educators’ response indicates that with the expansion of the duration of the internship programme a better understanding of demonstration lesson, micro teaching and macro teaching practice has prevailed in the present student teachers.

**4.5.13. Item no. 13. Has the 6 months internship programme been an important factor for enhancing the entire B.Ed. programme?**

The data pertaining to this item has been presented in table 4.4.13

**Table – 4.4.13 percentage wise analysis of item no.13**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>88%</b>	<b>12%</b>

In the above table no. (4.4.13) on this item out of 50 government teacher educators 88% responded as YES! And 12% of the government teacher educators responded as NO! So, from this, it is clear that 88% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 12% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Has the 6 months internship programme been an important factor for enhancing the entire B.Ed.

programme?” hence, the majority of the government teacher educators’ response indicates that the 6 months internship programme been an important factor for enhancing the entire B.Ed. programme.

**4.5.14. Item no. 14. Do you think that the internship of six months is very long period?**

The data pertaining to this item has been presented in table 4.4.14

**Table – 4.4.14 percentage wise analysis of item no.14**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>28%</b>	<b>72%</b>

In the above table no. (4.4.14) on this item out of 50 government teacher educators 28% responded as YES! And 72% of the government teacher educators responded as NO! So, from this, it is clear that 28% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 72% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that the internship of six months is very long period?” hence, the majority of the government teacher educators’ response indicates that the internship of six months is not very long period.

**4.5.15 Item no. 15. Do you think the curriculum is very much rigid in two years B.Ed. course?**

The data pertaining to this item has been presented in table 4.4.15

**Table – 4.4.15 percentage wise analysis of item no.15**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>38%</b>	<b>62%</b>

In the above table no. (4.4.15) on this item out of 50 government teacher educators 38% responded as YES! And 62% of the government teacher educators responded as NO! So, from this, it is clear that 38% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 62% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the curriculum is very much rigid in two years B.Ed. course?” hence, the majority of the government teacher educators’ response indicates that the curriculum is not very much rigid in two years B.Ed. course.

**4.5.16. Item no.16. Do you think the two years B.Ed. curriculum reduces the gap between theory and practice, between teacher education curriculum and school realities?**

The data pertaining to this item has been presented in table 4.4.16

**Table – 4.4.16 percentage wise analysis of item no.16**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>74%</b>	<b>26%</b>

In the above table no. (4.4.16) on this item out of 50 government teacher educators 74% responded as YES! And 26% of the government teacher educators responded as NO! So, from this, it is clear that 74% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 26% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you

think the two years B.Ed. curriculum reduces the gap between theory and practice, between teacher education curriculum and school realities?” hence, the majority of the government teacher educators’ response indicates that the two years B.Ed. curriculum reduces the gap between theory and practice, between teacher education curriculum and school realities.

**4.5.17. Item no. 17. Do you think the present B.Ed. Curriculum is based on the needs of the individual and society?**

The data pertaining to this item has been presented in table 4.4.17

**Table – 4.4.17 percentage wise analysis of item no.17**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>70%</b>	<b>30%</b>

In the above table no. (4.4.17) on this item out of 50 government teacher educators 70% responded as YES! And 30% of the government teacher educators responded as NO! So, from this, it is clear that 70% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 30% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the present B.Ed. Curriculum is based on the needs of the individual and society?” hence, the majority of the government teacher educators’ response indicates that the present B.Ed. Curriculum is based on the needs of the individual and society.

**4.5.18. Item no. 18. Do you think that there are unplanned and insufficient co-curricular activities in 2 years B.Ed. programme?**

The data pertaining to this item has been presented in table 4.4.18

**Table – 4.4.18 percentage wise analysis of item no.18**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>52%</b>	<b>48%</b>

In the above table no. (4.4.18) on this item out of 50 government teacher educators 52% responded as YES! And 48% of the government teacher educators responded as NO! So, from this, it is clear that 52% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 48% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that there are unplanned and insufficient co-curricular activities in 2 years B.Ed. programme?” hence, the majority of the government teacher educators’ response indicates that there are planned and sufficient co-curricular activities in 2 years B.Ed. programme.

**4.5.19. Item no. 19. Do you think that the ICT, gender, yoga education and inclusive education shall form an integral part of the B.Ed. curriculum?**

The data pertaining to this item has been presented in table 4.4.19

**Table – 4.4.19 percentage wise analysis of item no.19**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>98%</b>	<b>2%</b>

In the above table no. (4.4.19) on this item out of 50 government teacher educators 98% responded as YES! And 2% of the government teacher educators responded as NO! So, from this, it is clear that 98% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 2% of the government teacher

educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that the ICT, gender, yoga education and inclusive education shall form an integral part of the B.Ed. curriculum?” hence, the majority of the government teacher educators’ response indicates that the ICT, gender, yoga education and inclusive education shall form an integral part of the B.Ed. curriculum.

**4.5.20. Item no. 20. Do you think that there is no scope for curriculum development on a continuing basis to keep pace with current trends?**

The data pertaining to this item has been presented in table 4.4.20

**Table – 4.4.20 percentage wise analysis of item no.20**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>52%</b>	<b>48%</b>

In the above table no. (4.4.20) on this item out of 50 government teacher educators 52% responded as YES! And 48% of the government teacher educators responded as NO! So, from this, it is clear that 52% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 48% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that there is no scope for curriculum development on a continuing basis to keep pace with current trends?” hence, the majority of the government teacher educators’ response indicates that there is no scope for curriculum development on a continuing basis to keep pace with current trends.

**4.5.21. Item no 21. Do you think that 2 years B.Ed. curriculum is sufficient to provide greater scope for development of sound knowledge on different areas i.e**

**content knowledge, knowledge on teaching, learning, methodologies and knowledge on pedagogy of teaching- learning among the trainee teachers?**

The data pertaining to this item has been presented in table 4.4.21

**Table – 4.4.21 percentage wise analysis of item no.21**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>94%</b>	<b>6%</b>

In the above table no. (4.4.21) on this item out of 50 government teacher educators 94% responded as YES! And 6% of the government teacher educators responded as NO! So, from this, it is clear that 94% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 6% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that 2 years B.Ed. curriculum is sufficient to provide greater scope for development of sound knowledge on different areas i.e content knowledge, knowledge on teaching, learning, methodologies and knowledge on pedagogy of teaching- learning among the trainee teachers?” hence, the majority of the government teacher educators’ response indicates that 2 years B.Ed. curriculum is sufficient to provide greater scope for development of sound knowledge on different areas i.e content knowledge, knowledge on teaching, learning, methodologies and knowledge on pedagogy of teaching- learning among the trainee teachers.

**4.5.22. Item no. 22 Do the inclusion of two years B.Ed. courses would increase the learning burden of student teachers?**

The data pertaining to this item has been presented in table 4.4.22

**Table – 4.4.22 percentage wise analysis of item no.22**



<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>72%</b>	<b>28%</b>

In the above table no. (4.4.22) on this item out of 50 government teacher educators 72% responded as YES! And 28% of the government teacher educators responded as NO! So, from this, it is clear that 72% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 28% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do the inclusion of two years B.Ed. courses would increase the learning burden of student teachers?” hence, the majority of the government teacher educators’ response indicates that the inclusion of two years B.Ed. courses would increase the learning burden of student teachers.

**4.5.23. Item no. 23. Do you think the two years B.Ed. programme fulfils the educational objectives?**

The data pertaining to this item has been presented in table 4.4.23

**Table – 4.4.23 percentage wise analysis of item no.23**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>56%</b>	<b>44%</b>

In the above table no. (4.4.23) on this item out of 50 government teacher educators 56% responded as YES! And 44% of the government teacher educators responded as NO! So, from this, it is clear that 56% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 44% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the two years B.Ed. programme fulfils the educational objectives?” hence, the

majority of the government teacher educators' response indicates that the two years B.Ed. programme fulfils the educational objectives.

**4.5.24. Item no. 24. Do you think Instead of extending the B.Ed. course the change in curriculum could have been much effective?**

The data pertaining to this item has been presented in table 4.4.24

**Table – 4.4.24 percentage wise analysis of item no.24**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>54%</b>	<b>46%</b>

In the above table no. (4.4.24) on this item out of 50 government teacher educators 54% responded as YES! And 46% of the government teacher educators responded as NO! So, from this, it is clear that 54% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 46% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think Instead of extending the B.Ed. course the change in curriculum could have been much effective?” hence, the majority of the government teacher educators' response indicates that Instead of extending the B.Ed. course the change in curriculum could have been much effective.

**4.5.25. Item no.25. Do you think the two year B.Ed. course gaining more focus on practical aspect of education rather than theoretical aspect of education?**

The data pertaining to this item has been presented in table 4.4.25

**Table – 4.4.25 percentage wise analysis of item no.25**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
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<b>Government Teacher Educators</b>	<b>50</b>	<b>78%</b>	<b>22%</b>
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In the above table no. (4.4.25) on this item out of 50 government teacher educators 78% responded as YES! And 22% of the government teacher educators responded as NO! So, from this, it is clear that 78% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 22% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the two year B.Ed. course gaining more focus on practical aspect of education rather than theoretical aspect of education?” hence, the majority of the government teacher educators’ response indicates that the two year B.Ed. course gaining more focus on practical aspect of education rather than theoretical aspect of education.

**4.5.26. Item no. 26. Do you think two year B.Ed. course will develop proper teaching skills in student teachers?**

The data pertaining to this item has been presented in table 4.4.26

**Table – 4.4.26 percentage wise analysis of item no.26**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>64%</b>	<b>36%</b>

In the above table no. (4.4.26) on this item out of 50 government teacher educators 64% responded as YES! And 36% of the government teacher educators responded as NO! So, from this, it is clear that 64% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 36% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think two year B.Ed. course will develop proper teaching skills in student teachers?”

hence, the majority of the government teacher educators' response indicates that the two year B.Ed. course will develop proper teaching skills in student teachers.

**4.5.27. Item no. 27. Do you think the teacher education is no longer a training process but an education strategy for enabling teachers to teach and concern for their well-being?**

The data pertaining to this item has been presented in table 4.4.27

**Table – 4.4.27 percentage wise analysis of item no.27**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>74%</b>	<b>26%</b>

In the above table no. (4.4.27) on this item out of 50 government teacher educators 74% responded as YES! And 26% of the government teacher educators responded as NO! So, from this, it is clear that 74% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 26% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the teacher education is no longer a training process but an education strategy for enabling teachers to teach and concern for their well-being?” hence, the majority of the government teacher educators' response indicates that the teacher education is no longer a training process but an education strategy for enabling teachers to teach and concern for their well-being.

**4.5.28. Item no. 28. Do you think during two years of training the student teachers can develop the ability for critical and logical thinking and apply the acquired knowledge and skills in unfamiliar situations?**

The data pertaining to this item has been presented in table 4.4.28

**Table – 4.4.28 percentage wise analysis of item no.28**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>64%</b>	<b>36%</b>

In the above table no. (4.4.28) on this item out of 50 government teacher educators 64% responded as YES! And 36% of the government teacher educators responded as NO! So, from this, it is clear that 64% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 36% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think during two years of training the student teachers can develop the ability for critical and logical thinking and apply the acquired knowledge and skills in unfamiliar situations?” hence, the majority of the government teacher educators’ response indicates that during two years of training the student teachers can develop the ability for critical and logical thinking and apply the acquired knowledge and skills in unfamiliar situations.

**4.5.29. Item no. 29. Are the student teachers of two years B.Ed. course getting more opportunities for practise teaching rather than the student teachers of one year B.Ed. course?**

The data pertaining to this item has been presented in table 4.4.29

**Table – 4.4.29 percentage wise analysis of item no.29**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>100%</b>	<b>0%</b>

In the above table no. (4.4.29) on this item out of 50 government teacher educators 100% responded as YES! And 0% of the government teacher educators responded as NO! So, from this, it is clear that 100% government teacher educators of B.Ed. Colleges of west Bengal have agreed the item that “Are the student teachers of two years B.Ed. course getting more opportunities for practise teaching rather than the student teachers of one year B.Ed. course?” hence, the majority of the government teacher educators’ response indicates that the student teachers of two years B.Ed. course getting more opportunities for practise teaching rather than the student teachers of one year B.Ed. course.

**4.5.30. Item no. 30. Is there co-operation from the school principal for internship?**

The data pertaining to this item has been presented in table 4.4.30

**Table – 4.4.30 percentage wise analysis of item no.30**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>70%</b>	<b>30%</b>

In the above table no. (4.4.30) on this item out of 50 government teacher educators 70% responded as YES! And 30% of the government teacher educators responded as NO! So, from this, it is clear that 70% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 30% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Is there co-operation from the school principal for internship?” hence, the majority of the government teacher educators’ response indicates that there is co-operation from the school principal for internship.

#### 4.5.31. Item no. 31. Are appropriate teaching aids used during practice teaching?

The data pertaining to this item has been presented in table 4.4.31

**Table – 4.4.31 percentage wise analysis of item no.31**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>84%</b>	<b>16%</b>

In the above table no. (4.4.31) on this item out of 50 government teacher educators 84% responded as YES! And 16% of the government teacher educators responded as NO! So, from this, it is clear that 84% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 16% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Are appropriate teaching aids used during practice teaching?” hence, the majority of the government teacher educators’ response indicates that the appropriate teaching aids used during practice teaching.

#### 4.5.32. Item no. 32. Do Practice teaching helps in mastery of teaching skill?

The data pertaining to this item has been presented in table 4.4.32

**Table – 4.4.32 percentage wise analysis of item no.32**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>100%</b>	<b>0%</b>

In the above table no. (4.4.32) on this item out of 50 government teacher educators 100% responded as YES! And 0% of the government teacher educators responded as NO! So, from this, it is clear that 100% government teacher educators of B.Ed.

Colleges of west Bengal have agreed the item that “Do Practice teaching helps in mastery of teaching skill?” hence, the 100% majority of the government teacher educators’ response indicates that the Practice teaching helps in mastery of teaching skill.

**4.5.33. Item no. 33. Do you think practice teaching enhances the degree of confidence in teacher trainees?**

The data pertaining to this item has been presented in table 4.4.33

**Table – 4.4.33 percentage wise analysis of item no.33**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>94%</b>	<b>6%</b>

In the above table no. (4.4.33) on this item out of 50 government teacher educators 94% responded as YES! And 6% of the government teacher educators responded as NO! So, from this, it is clear that 94% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 6% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think practice teaching enhances the degree of confidence in teacher trainees?” hence, the majority of the government teacher educators’ response indicates that the practice teaching enhances the degree of confidence in teacher trainees.

**4.5.34. Item no. 34. Do you think assignments gives stress on practical activities like internal assignment, project works, seasonal works, internship in teaching, practice of micro –teaching skills, community works, practical works relating to work experiences innovative ways for conducting practical activities related to health and physical education, work experience, fieldwork with community etc?**



The data pertaining to this item has been presented in table 4.4.34

**Table – 4.4.34 percentage wise analysis of item no.34**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>66%</b>	<b>34%</b>

In the above table no. (4.4.34) on this item out of 50 government teacher educators 66% responded as YES! And 34% of the government teacher educators responded as NO! So, from this, it is clear that 66% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 34% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think assignments gives stress on practical activities like internal assignment, project works, seasonal works, internship in teaching, practice of micro –teaching skills, community works, practical works relating to work experiences innovative ways for conducting practical activities related to health and physical education, work experience, fieldwork with community etc?” hence, the majority of the government teacher educators’ response indicates that the assignments gives stress on practical activities like internal assignment, project works, seasonal works, internship in teaching, practice of micro –teaching skills, community works, practical works relating to work experiences innovative ways for conducting practical activities related to health and physical education, work experience, fieldwork with community etc.

**4.5.35. Item no. 35. Do you think that the student teachers find difficulty in assignment work?**

The data pertaining to this item has been presented in table 4.4.35

**Table – 4.4.35 percentage wise analysis of item no.35**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>48%</b>	<b>52%</b>

In the above table no. (4.4.35) on this item out of 50 government teacher educators 48% responded as YES! And 52% of the government teacher educators responded as NO! So, from this, it is clear that 48% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 52% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that the student teachers find difficulty in assignment work?” hence, the majority of the government teacher educators’ response indicates that the student teachers do not find difficulty in assignment work.

**4.5.36. Item no. 36 Do you think adequate teaching and non-teaching staff should be employed in order to make the course effective?**

The data pertaining to this item has been presented in table 4.4.36

**Table – 4.4.36 percentage wise analysis of item no.36**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>80%</b>	<b>20%</b>

In the above table no. (4.4.36) on this item out of 50 government teacher educators 80% responded as YES! And 20% of the government teacher educators responded as NO! So, from this, it is clear that 80% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 20% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you

think adequate teaching and non-teaching staff should be employed in order to make the course effective?” hence, the majority of the government teacher educators’ response indicates that the adequate teaching and non-teaching staff should be employed in order to make the course effective.

**4.5.37. Item no. 37. Do you think the NET qualified and experienced teacher educators must be recruited?**

The data pertaining to this item has been presented in table 4.4.37

**Table – 4.4.37 percentage wise analysis of item no.37**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Government Teacher Educators</b>	<b>50</b>	<b>68%</b>	<b>32%</b>

In the above table no. (4.4.37) on this item out of 50 government teacher educators 68% responded as YES! And 32% of the government teacher educators responded as NO! So, from this, it is clear that 68% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 32% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the NET qualified and experienced teacher educators must be recruited?” hence, the majority of the government teacher educators’ response indicates that the NET qualified and experienced teacher educators must be recruited.

**4.5.38. Item no. 38. Do you think that NCTE should reduce the duration again to 1 year?**

The data pertaining to this item has been presented in table 4.4.38

**Table – 4.4.38 percentage wise analysis of item no.38**

Category	Total No.	Yes %	No %
<b>Government Teacher Educators</b>	<b>50</b>	<b>36%</b>	<b>64%</b>

In the above table no. (4.4.38) on this item out of 50 government teacher educators 36% responded as YES! And 64% of the government teacher educators responded as NO! So, from this, it is clear that 36% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 64% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that NCTE should reduce the duration again to 1 year?” hence, the majority of the government teacher educators’ response indicates that NCTE should not reduce the duration again to 1 year.

**4.5.39. Item no. 39. Do you think the two years B.Ed. course is a downfall for the self-financing institutions as the students of two years B.Ed. course are lesser as compared to that of one year course.**

The data pertaining to this item has been presented in table 4.4.39

**Table – 4.4.39 percentage wise analysis of item no.39**

Category	Total No.	Yes %	No %
<b>Government Teacher Educators</b>	<b>50</b>	<b>74%</b>	<b>26%</b>

In the above table no. (4.4.39) on this item out of 50 government teacher educators 74% responded as YES! And 26% of the government teacher educators responded as NO! So, from this, it is clear that 74% of the government teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 26% of the government teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you

think the two years B.Ed. course is a downfall for the self-financing institutions as the students of two years B.Ed. course are lesser as compared to that of one year course?” hence, the majority of the government teacher educators’ response indicates that the two years B.Ed. course is a downfall for the self-financing institutions as the students of two years B.Ed. course are lesser as compared to that of one year course.

#### **4.6 ATTITUDE OF 50 PRIVATE B.ED. COLLEGE TEACHER EDUCATORS OF WEST BENGAL TOWARDS TWO YEARS B.ED. PROGRAMME.**

##### **4.6.1 Item no. 1. Is the two years B.Ed. programme very costly?**

The data pertaining to this item has been presented in table 4.5.1

**Table – 4.5.1 percentage wise analysis of item no.1**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>76%</b>	<b>24%</b>

In the above table no. (4.5.1) on this item out of 50 private teacher educators 76% responded as YES! And 24% of the private teacher educators responded as NO! So, from this, it is clear that 76% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 24% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Is the two years B.Ed. programme very costly?” hence, the majority of the private teacher educators’ response indicates that the two years B.Ed. programme is very costly.

##### **4.6.2 Item no. 2. Whether two years B.Ed. programme is affecting the financial status of student teachers?**

The data pertaining to this item has been presented in table 4.5.2

**Table – 4.5.2 percentage wise analysis of item no.2**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>94%</b>	<b>6%</b>

In the above table no. (4.5.2) on this item out of 50 private teacher educators 94% responded as YES! And 6% of the private teacher educators responded as NO! So, from this, it is clear that 94% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 6% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “whether two years B.Ed. programme is affecting the financial status of student teachers?” hence, the majority of private teacher educators’ response indicates that the two years B.Ed. programme is affecting the financial status of student teachers.

**4.6.3 Item no.3. Interviews, group discussions along with common entrance tests marks should be introduced for selecting the candidates?**

The data pertaining to this item has been presented in table 4.5.3

**Table – 4.5.3 percentage wise analysis of item no.3**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>78%</b>	<b>22%</b>

In the above table no. (4.5.3) on this item out of 50 private teacher educators 78% responded as YES! And 22% of the private teacher educators responded as NO! So, from this, it is clear that 78% of the private teacher educators of B.Ed. Colleges of

west Bengal have agreed the item and 22% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Interviews, group discussions along with common entrance tests marks should be introduced for selecting the candidates?” hence, the majority of the private teacher educators’ response indicates that the Interviews, group discussions along with common entrance tests marks should be introduced for selecting the candidates.

**4.6.4 Item no.4. Will it be better if there is a basic unit of 50 students with a maximum of two units in B.Ed. programme?**

The data pertaining to this item has been presented in table 4.5.4

**Table – 4.5.4 percentage wise analysis of item no.4**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>80%</b>	<b>20%</b>

In the above table no. (4.5.4) on this item out of 50 private teacher educators 80% responded as YES! And 20% of the private teacher educators responded as NO! So, from this, it is clear that 80% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 20% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Will it be better if there is a basic unit of 50 students with a maximum of two units in B.Ed. programme?” hence, the majority of the private teacher educators’ response indicates that it will be better if there is a basic unit of 50 students with a maximum of two units in B.Ed. programme.

**4.6.5 Item no. 5. Do you feel that the duration of the two years B.Ed. course is lengthy and wastage of time?**

The data pertaining to this item has been presented in table 4.5.5

**Table – 4.5.5 percentage wise analysis of item no.5**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>56%</b>	<b>44%</b>

In the above table no. (4.5.5) on this item out of 50 private teacher educators 56% responded as YES! And 44% of the private teacher educators responded as NO! So, from this, it is clear that 56% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 44% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you feel that the duration of the two years B.Ed. course is lengthy and wastage of time?” hence, the majority of the private teacher educators’ response indicates that the duration of the two years B.Ed. course is lengthy and not a wastage of time.

**4.6.6 Item no. 6. Are you satisfied with the present changes in the duration of B.Ed. course?**

The data pertaining to this item has been presented in table 4.5.6

**Table – 4.5.6 percentage wise analysis of item no.6**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>54%</b>	<b>46%</b>

In the above table no. (4.5.6) on this item out of 50 private teacher educators 54% responded as YES! And 46% of the private teacher educators responded as NO! So, from this, it is clear that 54% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 46% of the private teacher educators of B.Ed.



Colleges of west Bengal have disagreed the item that “Are you satisfied with the present changes in the duration of B.Ed. course?” hence, the majority of the private teacher educators’ response indicates that they are satisfied with the present changes in the duration of B.Ed. course.

**4.6.7 Item no. 7. Do you think that the present two years B.Ed. course is more effective than the previous one year B.Ed. course?**

The data pertaining to this item has been presented in table 4.5.7

**Table – 4.5.7 percentage wise analysis of item no.7**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>52%</b>	<b>48%</b>

In the above table no. (4.5.7) on this item out of 50 private teacher educators 52% responded as YES! And 48% of the private teacher educators responded as NO! So, from this, it is clear that 52% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 48% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that the present two years B.Ed. course is more effective than the previous one year B.Ed. course?” hence, the majority of the private teacher educators’ response indicates that the present two years B.Ed. course is more effective than the previous one year B.Ed. course.

**4.6.8 Item no. 8. Will trainee teachers suffer from mental pressures with the duration minimum two years B.Ed. course?**

The data pertaining to this item has been presented in table 4.5.8

**Table – 4.5.8 percentage wise analysis of item no.8**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>48%</b>	<b>52%</b>

In the above table no. (4.5.8) on this item out of 50 private teacher educators 48% responded as YES! And 52% of the private teacher educators responded as NO! So, from this, it is clear that 48% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 52% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Will trainee teachers suffer from mental pressures with the duration minimum two years B.Ed. course?” hence, the majority of the private teacher educators’ response indicates that the teacher trainee will not suffer from mental pressures with the duration minimum two years B.Ed. course.

**4.6.9 Item no. 9. Do you think that the extension of B.Ed. course would lessen the interest of students towards studies as it becomes a time consuming process?**

The data pertaining to this item has been presented in table 4.5.9

**Table – 4.5.9 percentage wise analysis of item no.9**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>54%</b>	<b>46%</b>

In the above table no. (4.5.9) on this item out of 50 private teacher educators 54% responded as YES! And 46% of the private teacher educators responded as NO! So,

from this, it is clear that 54% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 46% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that the extension of B.Ed. course would lessen the interest of students towards studies as it becomes a time consuming process?” hence, the majority of the private teacher educators’ response indicates that the extension of B.Ed. course would lessen the interest of students towards studies as it becomes a time consuming process.

**4.6.10. Item no. 10. Is the two years B.Ed. course sufficient time to provide adequate and stable content knowledge?**

The data pertaining to this item has been presented in table 4.5.10

**Table – 4.5.10 percentage wise analysis of item no.10**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>84%</b>	<b>16%</b>

In the above table no. (4.5.10) on this item out of 50 private teacher educators 84% responded as YES! And 16% of the private teacher educators responded as NO! So, from this, it is clear that 84% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 16% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Is the two years B.Ed. course sufficient time to provide adequate and stable content knowledge?” hence, the majority of the private teacher educators’ response indicates that the two years B.Ed. course is sufficient time to provide adequate and stable content knowledge.

**4.6.11. Item no. 11. Do you think student teachers will face so many problems due to two hundred working days and 80% of minimum attendance in B.Ed. course?**

The data pertaining to this item has been presented in table 4.5.11

**Table – 4.5.11 percentage wise analysis of item no.11**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>44%</b>	<b>56%</b>

In the above table no. (4.5.11) on this item out of 50 private teacher educators 44% responded as YES! And 56% of the private teacher educators responded as NO! So, from this, it is clear that 44% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 56% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think student teachers will face so many problems due to two hundred working days and 80% of minimum attendance in B.Ed. course?” hence, the majority of the private teacher educators” response indicates that the student teachers will not face so many problems due to two hundred working days and 80% of minimum attendance in B.Ed. course.

**4.6.12. Item no. 12. Do you think that with the expansion of the duration of the internship programme a better understanding of demonstration lesson, micro teaching and macro teaching practice has prevailed in the present student teachers?**

The data pertaining to this item has been presented in table 4.5.12

**Table – 4.5.12 percentage wise analysis of item no.12**

Category	Total No.	Yes %	No %
<b>Private Teacher Educators</b>	<b>50</b>	<b>78%</b>	<b>22%</b>

In the above table no. (4.5.12) on this item out of 50 private teacher educators 78% responded as YES! And 22% of the private teacher educators responded as NO! So, from this, it is clear that 78% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 22% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that with the expansion of the duration of the internship programme a better understanding of demonstration lesson, micro teaching and macro teaching practice has prevailed in the present student teachers?” hence, the majority of the private teacher educators’ response indicates that with the expansion of the duration of the internship programme a better understanding of demonstration lesson, micro teaching and macro teaching practice has prevailed in the present student teachers.

**4.6.13. Item no. 13. Has the 6 months internship programme been an important factor for enhancing the entire B.Ed. programme?**

The data pertaining to this item has been presented in table 4.5.13

**Table – 4.5.13 percentage wise analysis of item no.13**

Category	Total No.	Yes %	No %
<b>Private Teacher Educators</b>	<b>50</b>	<b>74%</b>	<b>26%</b>

In the above table no. (4.5.13) on this item out of 50 private teacher educators 74% responded as YES! And 26% of the private teacher educators responded as NO! So, from this, it is clear that 74% of the private teacher educators of B.Ed. Colleges of

west Bengal have agreed the item and 26% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Has the 6 months internship programme been an important factor for enhancing the entire B.Ed. programme?” hence, the majority of the private teacher educators’ response indicates that the 6 months internship programme been an important factor for enhancing the entire B.Ed. programme.

**4.6.14. Item no. 14. Do you think that the internship of six months is very long period?**

The data pertaining to this item has been presented in table 4.5.14

**Table – 4.5.14 percentage wise analysis of item no.14**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>40%</b>	<b>60%</b>

In the above table no. (4.5.14) on this item out of 50 private teacher educators 40% responded as YES! And 60% of the private teacher educators responded as NO! So, from this, it is clear that 40% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 60% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that the internship of six months is very long period?” hence, the majority of the private teacher educators’ response indicates that the internship of six months is not very long period.

**4.6.15.Item no. 15. Do you think the curriculum is very much rigid in two years B.Ed. course?**

The data pertaining to this item has been presented in table 4.5.15

**Table – 4.5.15 percentage wise analysis of item no.15**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>34%</b>	<b>66%</b>

In the above table no. (4.5.15) on this item out of 50 private teacher educators 34% responded as YES! And 66% of the private teacher educators responded as NO! So, from this, it is clear that 34% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 66% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the curriculum is very much rigid in two years B.Ed. course?” hence, the majority of the private teacher educators’ response indicates that the curriculum is not very much rigid in two years B.Ed. course.

**4.6.16. Item no.16. Do you think the two years B.Ed. curriculum reduces the gap between theory and practice, between teacher education curriculum and school realities?**

The data pertaining to this item has been presented in table 4.5.16

**Table – 4.5.16 percentage wise analysis of item no.16**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>58%</b>	<b>42%</b>

In the above table no. (4.5.16) on this item out of 50 private teacher educators 58% responded as YES! And 42% of the private teacher educators responded as NO! So, from this, it is clear that 58% of the private teacher educators of B.Ed. Colleges of

west Bengal have agreed the item and 42% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the two years B.Ed. curriculum reduces the gap between theory and practice, between teacher education curriculum and school realities?” hence, the majority of the private teacher educators’ response indicates that the two years B.Ed. curriculum reduces the gap between theory and practice, between teacher education curriculum and school realities.

**4.6.17. Item no. 17. Do you think the present B.Ed. Curriculum is based on the needs of the individual and society?**

The data pertaining to this item has been presented in table 4.5.17

**Table – 4.5.17 percentage wise analysis of item no.17**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>62%</b>	<b>38%</b>

In the above table no. (4.5.17) on this item out of 50 private teacher educators 62% responded as YES! And 38% of the private teacher educators responded as NO! So, from this, it is clear that 62% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 38% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the present B.Ed. Curriculum is based on the needs of the individual and society?” hence, the majority of the private teacher educators’ response indicates that the present B.Ed. Curriculum is based on the needs of the individual and society.

**4.6.18. Item no. 18. Do you think that there are unplanned and insufficient co-curricular activities in 2 years B.Ed. programme?**



The data pertaining to this item has been presented in table 4.5.18

**Table – 4.5.18 percentage wise analysis of item no.18**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>38%</b>	<b>62%</b>

In the above table no. (4.5.18) on this item out of 50 private teacher educators 38% responded as YES! And 62% of the private teacher educators responded as NO! So, from this, it is clear that 38% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 62% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that there are unplanned and insufficient co-curricular activities in 2 years B.Ed. programme?” hence, the majority of the private teacher educators’ response indicates that there are planned and sufficient co-curricular activities in 2 years B.Ed. programme.

**4.6.19. Item no. 19. Do you think that the ICT, gender, yoga education and inclusive education shall form an integral part of the B.Ed. curriculum?**

The data pertaining to this item has been presented in table 4.5.19

**Table – 4.5.19 percentage wise analysis of item no.19**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>92%</b>	<b>8%</b>

In the above table no. (4.5.19) on this item out of 50 private teacher educators 92% responded as YES! And 8% of the private teacher educators responded as NO! So, from this, it is clear that 92% of the private teacher educators of B.Ed. Colleges of

west Bengal have agreed the item and 8% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that the ICT, gender, yoga education and inclusive education shall form an integral part of the B.Ed. curriculum?” hence, the majority of the private teacher educators’ response indicates that the ICT, gender, yoga education and inclusive education shall form an integral part of the B.Ed. curriculum.

**4.6.20. Item no. 20. Do you think that there is no scope for curriculum development on a continuing basis to keep pace with current trends?**

The data pertaining to this item has been presented in table 4.5.20

**Table – 4.5.20 percentage wise analysis of item no.20**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>52%</b>	<b>48%</b>

In the above table no. (4.5.20) on this item out of 50 private teacher educators 52% responded as YES! And 48% of the private teacher educators responded as NO! So, from this, it is clear that 52% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 48% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that there is no scope for curriculum development on a continuing basis to keep pace with current trends?” hence, the majority of the private teacher educators’ response indicates that there is no scope for curriculum development on a continuing basis to keep pace with current trends.

**4.6.21. Item no 21. Do you think that 2 years B.Ed. curriculum is sufficient to provide greater scope for development of sound knowledge on different areas i.e**

**content knowledge, knowledge on teaching, learning, methodologies and knowledge on pedagogy of teaching- learning among the trainee teachers?**

The data pertaining to this item has been presented in table 4.5.21

**Table – 4.5.21 percentage wise analysis of item no.21**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>56%</b>	<b>44%</b>

In the above table no. (4.5.21) on this item out of 50 private teacher educators 56% responded as YES! And 44% of the private teacher educators responded as NO! So, from this, it is clear that 56% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 44% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that 2 years B.Ed. curriculum is sufficient to provide greater scope for development of sound knowledge on different areas i.e content knowledge, knowledge on teaching, learning, methodologies and knowledge on pedagogy of teaching- learning among the trainee teachers?” hence, the majority of the private teacher educators’ response indicates that 2 years B.Ed. curriculum is sufficient to provide greater scope for development of sound knowledge on different areas i.e content knowledge, knowledge on teaching, learning, methodologies and knowledge on pedagogy of teaching- learning among the trainee teachers.

**4.6.22. Item no. 22 Do the inclusion of two years B.Ed. courses would increase the learning burden of student teachers?**

The data pertaining to this item has been presented in table 4.5.22

**Table – 4.5.22 percentage wise analysis of item no.22**

Category	Total No.	Yes %	No %
<b>Private Teacher Educators</b>	<b>50</b>	<b>54%</b>	<b>46%</b>

In the above table no. (4.5.22) on this item out of 50 private teacher educators 54% responded as YES! And 46% of the private teacher educators responded as NO! So, from this, it is clear that 54% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 46% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do the inclusion of two years B.Ed. courses would increase the learning burden of student teachers?” hence, the majority of the private teacher educators’ response indicates that the inclusion of two years B.Ed. courses would increase the learning burden of student teachers.

**4.6.23. Item no. 23. Do you think the two years B.Ed. programme fulfils the educational objectives?**

The data pertaining to this item has been presented in table 4.5.23

**Table – 4.5.23 percentage wise analysis of item no.23**

Category	Total No.	Yes %	No %
<b>Private Teacher Educators</b>	<b>50</b>	<b>90%</b>	<b>10%</b>

In the above table no. (4.5.23) on this item out of 50 private teacher educators 90% responded as YES! And 10% of the private teacher educators responded as NO! So, from this, it is clear that 90% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 10% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the two years B.Ed. programme fulfils the educational objectives?” hence, the majority of the

private teacher educators' response indicates that the two years B.Ed. programme fulfils the educational objectives.

**4.6.24. Item no. 24. Do you think Instead of extending the B.Ed. course the change in curriculum could have been much effective?**

The data pertaining to this item has been presented in table 4.5.24

**Table – 4.5.24 percentage wise analysis of item no.24**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>72%</b>	<b>28%</b>

In the above table no. (4.5.24) on this item out of 50 private teacher educators 72% responded as YES! And 28% of the private teacher educators responded as NO! So, from this, it is clear that 72% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 28% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think Instead of extending the B.Ed. course the change in curriculum could have been much effective?” hence, the majority of the private teacher educators' response indicates that Instead of extending the B.Ed. course the change in curriculum could have been much effective.

**4.6.25. Item no.25. Do you think the two year B.Ed. course gaining more focus on practical aspect of education rather than theoretical aspect of education?**

The data pertaining to this item has been presented in table 4.5.25

**Table – 4.5.25 percentage wise analysis of item no.25**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
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<b>Private Teacher Educators</b>	<b>50</b>	<b>58%</b>	<b>42%</b>
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In the above table no. (4.5.25) on this item out of 50 private teacher educators 58% responded as YES! And 42% of the private teacher educators responded as NO! So, from this, it is clear that 58% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 42% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the two year B.Ed. course gaining more focus on practical aspect of education rather than theoretical aspect of education?” hence, the majority of the private teacher educators’ response indicates that the two year B.Ed. course gaining more focus on practical aspect of education rather than theoretical aspect of education.

**4.6.26. Item no. 26. Do you think two year B.Ed. course will develop proper teaching skills in student teachers?**

The data pertaining to this item has been presented in table 4.5.26

**Table – 4.5.26 percentage wise analysis of item no.26**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>94%</b>	<b>6%</b>

In the above table no. (4.5.26) on this item out of 50 private teacher educators 94% responded as YES! And 6% of the private teacher educators responded as NO! So, from this, it is clear that 94% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 6% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think two year B.Ed. course will develop proper teaching skills in student teachers?” hence, the majority of

the private teacher educators' response indicates that the two year B.Ed. course will develop proper teaching skills in student teachers.

**4.6.27. Item no. 27. Do you think the teacher education is no longer a training process but an education strategy for enabling teachers to teach and concern for their well-being?**

The data pertaining to this item has been presented in table 4.5.27

**Table – 4.5.27 percentage wise analysis of item no.27**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>86%</b>	<b>14%</b>

In the above table no. (4.5.27) on this item out of 50 private teacher educators 86% responded as YES! And 14% of the private teacher educators responded as NO! So, from this, it is clear that 86% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 14% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the teacher education is no longer a training process but an education strategy for enabling teachers to teach and concern for their well-being?” hence, the majority of the private teacher educators' response indicates that the teacher education is no longer a training process but an education strategy for enabling teachers to teach and concern for their well-being.

**4.6.28. Item no. 28. Do you think during two years of training the student teachers can develop the ability for critical and logical thinking and apply the acquired knowledge and skills in unfamiliar situations?**

The data pertaining to this item has been presented in table 4.5.28

**Table – 4.5.28 percentage wise analysis of item no.28**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>76%</b>	<b>24%</b>

In the above table no. (4.5.28) on this item out of 50 private teacher educators 76% responded as YES! And 24% of the private teacher educators responded as NO! So, from this, it is clear that 76% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 24% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think during two years of training the student teachers can develop the ability for critical and logical thinking and apply the acquired knowledge and skills in unfamiliar situations?” hence, the majority of the private teacher educators’ response indicates that during two years of training the student teachers can develop the ability for critical and logical thinking and apply the acquired knowledge and skills in unfamiliar situations.

**4.6.29. Item no. 29. Are the student teachers of two years B.Ed. course getting more opportunities for practise teaching rather than the student teachers of one year B.Ed. course?**

The data pertaining to this item has been presented in table 4.5.29

**Table – 4.5.29 percentage wise analysis of item no.29**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>94%</b>	<b>6%</b>

In the above table no. (4.5.29) on this item out of 50 private teacher educators 94% responded as YES! And 6% of the private teacher educators responded as NO! So,



from this, it is clear that 94% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 6% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Are the student teachers of two years B.Ed. course getting more opportunities for practise teaching rather than the student teachers of one year B.Ed. course?” hence, the majority of the private teacher educators’ response indicates that the student teachers of two years B.Ed. course getting more opportunities for practise teaching rather than the student teachers of one year B.Ed. course.

**4.6.30. Item no. 30. Is there co-operation from the school principal for internship?**

The data pertaining to this item has been presented in table 4.5.30

**Table – 4.5.30 percentage wise analysis of item no.30**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>86%</b>	<b>14%</b>

In the above table no. (4.5.30) on this item out of 50 private teacher educators 86% responded as YES! And 14% of the private teacher educators responded as NO! So, from this, it is clear that 86% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 14% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Is there co-operation from the school principal for internship?” hence, the majority of the private teacher educators’ response indicates that there is co-operation from the school principal for internship.

#### 4.6.31. Item no. 31. Are appropriate teaching aids used during practice teaching?

The data pertaining to this item has been presented in table 4.5.31

**Table – 4.5.31 percentage wise analysis of item no.31**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>78%</b>	<b>22%</b>

In the above table no. (4.5.31) on this item out of 50 private teacher educators 78% responded as YES! And 22% of the private teacher educators responded as NO! So, from this, it is clear that 78% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 22% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Are appropriate teaching aids used during practice teaching?” hence, the majority of the private teacher educators’ response indicates that the appropriate teaching aids used during practice teaching.

#### 4.6.32. Item no. 32. Do Practice teaching helps in mastery of teaching skill?

The data pertaining to this item has been presented in table 4.5.32

**Table – 4.5.32 percentage wise analysis of item no.32**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>96%</b>	<b>4%</b>

In the above table no. (4.5.32) on this item out of 50 private teacher educators 96% responded as YES! And 4% of the private teacher educators responded as NO! So, from this, it is clear that 96% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 4% of the private teacher educators of B.Ed.

Colleges of west Bengal have disagreed the item that “Do Practice teaching helps in mastery of teaching skill?” hence, the majority of the private teacher educators’ response indicates that the Practice teaching helps in mastery of teaching skill.

**4.6.33. Item no. 33. Do you think practice teaching enhances the degree of confidence in teacher trainees?**

The data pertaining to this item has been presented in table 4.5.33

**Table – 4.5.33 percentage wise analysis of item no.33**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>96%</b>	<b>4%</b>

In the above table no. (4.5.33) on this item out of 50 private teacher educators 96% responded as YES! And 4% of the private teacher educators responded as NO! So, from this, it is clear that 96% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 4% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think practice teaching enhances the degree of confidence in teacher trainees?” hence, the majority of the private teacher educators’ response indicates that the practice teaching enhances the degree of confidence in teacher trainees.

**4.6.34. Item no. 34. Do you think assignments gives stress on practical activities like internal assignment, project works, seasonal works, internship in teaching, practice of micro –teaching skills, community works, practical works relating to work experiences innovative ways for conducting practical activities related to health and physical education, work experience, fieldwork with community etc?**

The data pertaining to this item has been presented in table 4.5.34

**Table – 4.5.34 percentage wise analysis of item no.34**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>58%</b>	<b>42%</b>

In the above table no. (4.5.34) on this item out of 50 private teacher educators 58% responded as YES! And 42% of the private teacher educators responded as NO! So, from this, it is clear that 58% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 42% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think assignments gives stress on practical activities like internal assignment, project works, seasonal works, internship in teaching, practice of micro –teaching skills, community works, practical works relating to work experiences innovative ways for conducting practical activities related to health and physical education, work experience, fieldwork with community etc?” hence, the majority of the private teacher educators’ response indicates that the assignments gives stress on practical activities like internal assignment, project works, seasonal works, internship in teaching, practice of micro –teaching skills, community works, practical works relating to work experiences innovative ways for conducting practical activities related to health and physical education, work experience, fieldwork with community etc.

**4.6.35. Item no. 35. Do you think that the student teachers find difficulty in assignment work?**

The data pertaining to this item has been presented in table 4.5.35

**Table – 4.5.35 percentage wise analysis of item no.35**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>40%</b>	<b>60%</b>

In the above table no. (4.5.35) on this item out of 50 private teacher educators 40% responded as YES! And 60% of the private teacher educators responded as NO! So, from this, it is clear that 40% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 60% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that the student teachers find difficulty in assignment work?” hence, the majority of the private teacher educators’ response indicates that the student teachers do not find difficulty in assignment work.

**4.6.36. Item no. 36 Do you think adequate teaching and non-teaching staff should be employed in order to make the course effective?**

The data pertaining to this item has been presented in table 4.5.36

**Table – 4.5.36 percentage wise analysis of item no.36**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>98%</b>	<b>2%</b>

In the above table no. (4.5.36) on this item out of 50 private teacher educators 98% responded as YES! And 2% of the private teacher educators responded as NO! So, from this, it is clear that 98% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 2% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think adequate teaching and non-teaching staff should be employed in order to make the course

effective?” hence, the majority of the private teacher educators’ response indicates that the adequate teaching and non-teaching staff should be employed in order to make the course effective.

**4.6.37. Item no. 37. Do you think the NET qualified and experienced teacher educators must be recruited?**

The data pertaining to this item has been presented in table 4.5.37

**Table – 4.5.37 percentage wise analysis of item no.37**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>74%</b>	<b>26%</b>

In the above table no. (4.5.37) on this item out of 50 private teacher educators 74% responded as YES! And 26% of the private teacher educators responded as NO! So, from this, it is clear that 74% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 26% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the NET qualified and experienced teacher educators must be recruited?” hence, the majority of the private teacher educators’ response indicates that the NET qualified and experienced teacher educators must be recruited.

**4.6.38. Item no. 38. Do you think that NCTE should reduce the duration again to 1 year?**

The data pertaining to this item has been presented in table 4.5.38

**Table – 4.5.38 percentage wise analysis of item no.38**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
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<b>Private Teacher Educators</b>	<b>50</b>	<b>40%</b>	<b>60%</b>
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In the above table no. (4.5.38) on this item out of 50 private teacher educators 40% responded as YES! And 60% of the private teacher educators responded as NO! So, from this, it is clear that 40% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 60% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think that NCTE should reduce the duration again to 1 year?” hence, the majority of the private teacher educators’ response indicates that the NCTE should not reduce the duration again to 1 year.

**4.6.39. Item no. 39. Do you think the two years B.Ed. course is a downfall for the self-financing institutions as the students of two years B.Ed. course are lesser as compared to that of one year course.**

The data pertaining to this item has been presented in table 4.5.39

**Table – 4.5.39 percentage wise analysis of item no.39**

<b>Category</b>	<b>Total No.</b>	<b>Yes %</b>	<b>No %</b>
<b>Private Teacher Educators</b>	<b>50</b>	<b>68%</b>	<b>32%</b>

In the above table no. (4.5.39) on this item out of 50 private teacher educators 68% responded as YES! And 32% of the private teacher educators responded as NO! So, from this, it is clear that 68% of the private teacher educators of B.Ed. Colleges of west Bengal have agreed the item and 32% of the private teacher educators of B.Ed. Colleges of west Bengal have disagreed the item that “Do you think the two years B.Ed. course is a downfall for the self-financing institutions as the students of two

years B.Ed. course are lesser as compared to that of one year course?" hence, the majority of the private teacher educators' response indicates that the two years B.Ed. course is a downfall for the self-financing institutions as the students of two years B.Ed. course are lesser as compared to that of one year course.



## CHAPTER – V

### SUMMARY AND RECOMMENDATION

#### 5.1 SUMMARY:

This chapter is devoted towards finding out the summary of the total investigation as carried out by the investigator. As such it gives a clear picture about the details of the work as conducted by the investigator.

#### 5.2 INTRODUCTION:

In this era of rapid explosion of knowledge and advancements in the field of technology, quality education is a great concern for all of us today. Of all the factors that influence the quality of education, the quality of teachers is undoubtedly the most significant. The ability and attitude of teachers depend on the teacher education programme that is in operation.

In this context pre-service teacher education, which is a major part of Teacher Education, assumes great significance.

Teacher education is, of course, at the base of all educational systems. The quality and nature of teacher training determines the nature and success of educational systems. This is what the Delors report had to say about the crucial role of teachers:

Our vision of the coming century is one in which the pursuit of learning is valued by individuals and by authorities all over the world, not only as a means to an end, but also as an end in itself. Each person will be encouraged and enabled to take up learning opportunities throughout life. Hence much will be expected, and much demanded, of teachers have crucial roles to play in preparing young people not only to face the future with confidence but to build it with purpose and responsibility (Delors et al. 1996).

Teacher education is an integral component of the Indian educational system. The constitutional goals, the directive principles of the state policy, the socioeconomic problems and the growth of knowledge, the emerging expectations and the changes operating in education, etc. call for an appropriate response from a futuristic education system and provide the perspective within which teacher education programmes need to be viewed. When our country attained freedom, the then existing educational system was accepted as such because it was through that an abrupt departure from the same would be disturbing and destabilising. Thus a predisposition to retain the system acquires preponderance and all that was envisaged by way of changes was its rearrangement. Consequently, teacher education largely remained isolated from the needs and aspirations of the people. During the last five decades certain efforts have been made to indigenise the system.

Various commissions and committees appointed by the central and the state governments have invariably emphasised the need for quality teacher education suited to the needs for the educational system. The secondary education commission (1953) observed that a major factor responsible for the educational reconstruction at the secondary stage is teachers' professional training. The education commission (1964-66) stressed that in a world based on science and technology it is education that determines the level of prosperity, welfare and security of the people' and that a sound programme of professional education of teachers is essential for the qualitative improvement of education.

India has a large system of education .there are nearly 5.98 lakh primary schools, 1.76 lakh elementary schools and 98 thousand high/ higher secondary schools in the country, about 1300 teacher education institutions for elementary teachers and nearly 700 colleges of education/ university departments preparing teachers for secondary

and higher secondary schools. Out of about 4.52 million teachers in the country nearly 3 million are teaching at primary/ elementary level. A sizeable number of them are untrained or under- trained. In certain regions, like the North-East, there are even under- qualified teachers. As far as in-service education is concerned the situation is not very encouraging. It is estimated that on an average 40 percent of the teachers are provided in- service teacher education once over a period of five years. Regarding non-formal education, though a number of models are in vogue in various states in the country, much more needs to be done to prepare teacher and other functionaries for the system.

### **5.3 RATIONALE OF THE STUDY:**

The teacher educators train excellence teachers who in turn develop the quality of school education and also develop the learning stage of children. The teacher educators are equipped all the way through Bachelor of Education (B.Ed.) teacher training course. It means excellence of teacher educators depend on B.Ed. training course. In this way, a lot of efforts were made by implementing the recommendations of policy documents. Recently Justice Verma Commission (2012) recommended that B.Ed. training course should be of two years with sufficient stipulation to bring out into specializations in curriculum studies, pedagogic studies, finance, policy and foundational studies. NCTE has also brought out for National Curriculum Framework for Teacher training programme during 1978, 1988, 1998 and 2009 and recommended to get better quality of B.Ed. teacher training course. The UGC and RCI also prepared efforts on this direction. But it is felt that the existing B.Ed. teacher training programmes are of universal character and unable to prepare excellence teacher educators. And also in order to respond to the demands of changing school curricula, the National Council for Teacher Education (NCTE) has brought out Teacher

Education Curriculum Frameworks from time to time. The outcome of teacher-education has become a serious topic to analysis for the present scenario so everyone of us should be clearer about the consequential part of teacher-education from upshot query. Upshot query clear that there should be the profit of teacher - education programme and the teachers will do for the self and the society, and there should be clear reason behind infinite amount of money spending on teacher-education programme. There are certain controversies because of the changing duration of the B.Ed. course among teachers and teacher trainees. According to NCTE regulation 2014 new norms the duration of B.Ed. programme shall be of duration of two academic years, during which 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. Keeping in view the above issues of Teacher Education the investigator has decided to do his dissertation work on factors impacting attitude of teacher educators towards two years B.Ed. programme.

#### **5.4 STATEMENT OF THE PROBLEM:**

Keeping in view in the rationale of the study the problem is stated as: -

“Factors impacting attitude of teacher educators towards two years of B.Ed. programme in select colleges of West Bengal”

#### **5.5 RESEARCH QUESTIONS:**

1. What are the factors impacting attitude of teacher educators of B.Ed. colleges of West Bengal towards two years B.Ed. Programme?

2. What are the factors impacting attitude of male and female teacher educators of B.Ed. colleges of West Bengal towards two years B.Ed. programme?
3. What are the factors impacting attitude of government and private teacher educators towards two years B.Ed. programme?

#### **5.6 OBJECTIVE OF THE STUDY:**

- 1) To study the factors impacting attitude of teacher educators towards two years B.Ed. programme.
- 2) To study the factors impacting attitude of male and female teacher educators of B.Ed. colleges of West Bengal towards two years B.Ed. programme.
- 3) To study the factor impacting attitude of government and private teacher educators towards two years B.Ed. programme.

#### **5.7 DELIMITATIONS OF THE STUDY**

- 1) The present study is delimited to 20 B.Ed. Colleges situated in West Bengal.
- 2) The present study is delimited to 100 teacher educators of B.Ed. Colleges of West Bengal.
- 3) The study is delimited to the teacher educators of B.Ed. College only.

#### **5.8 RESEARCH METHOD:**

In order to bring out any type of research, the researcher must gather data to mention findings of the questions and study as well. Many different methods and procedures have been developed to assist in the achievement of data. For the present study, the investigator decided to adopt descriptive survey method. To accomplish the objectives of the present study the descriptive survey method was considered appropriate for gathering data about the factors impacting attitude of teacher educators towards two years B.Ed. programme in select colleges of West Bengal.

### **5.9 POPULATION:**

The whole aggregation of items or group of individuals from which samples can be drawn is known as population. It consists of all aspects of individuals of their attributes that can be described as having as unique type of characteristics or qualities. For the current study all the 3,678 teacher educators of B.Ed. colleges of West Bengal constituted the population of the study.

### **5.10 SAMPLE:**

The representative proportion of the population is known as sample. A sample is a cluster of folks, objects, or events that represents the characteristics of the larger group from which the sample is drawn. The population of the study includes the teacher educators of B.Ed. colleges of West Bengal. For the present study 100 teacher educators has been taken from 20 B.Ed. colleges of West Bengal. In order to achieve the objectives of the study simple random sampling technique is used

### **5.11 TOOLS USED:**

For conducting a research work many data gathering tools are required for the collection of certain type of evidence or information of data from the relevant field. To evaluate the factors impacting attitude of teacher educators towards two years B.Ed. programme, self-constructed Questionnaire was developed by the investigator to gather information and the self-constructed questionnaire has covered six (6) dimensions; which are as follows:

- 1) Admission procedure and fee:

For the first dimension a set of 4 questions were developed i.e. question no. 1,2,3,4.

- 2) Duration of (working days) the course:

For the 2<sup>nd</sup> dimension a set of 16 questions were developed i.e. question no. 5,6,7,8,9,10,11,12,13,14,22,24,25,28, 38,40.

3) Curriculum of the course.

For the 3rd dimension a set of 10 questions were developed i.e. question no. 15,16,17,18,19,20,21,22,23,24.

4) Internship/pedagogical skills and practice teaching.

For the 4th dimension a set of 9 questions were developed i.e. question no. 25,26,27,28,29,30,31,32,33.

5) Assignment.

For the 5th dimension a set of 2 questions were developed i.e. question no. 34, 35 was administered.

6) Others (general questions).

For the 6th dimension a set of 5 questions were developed i.e. question no. 36, 37,38,39,40.

The set of self-constructed questionnaire consists of 40 items. 39 items were decided to be as close ended questions, which is categorized as YES Or NO and the 40<sup>th</sup> question was open ended question.

Henceforth, in order to collect the data for the present study a questionnaire was developed to collect information about factors impacting attitude of teacher educators of select B.Ed. Colleges of West Bengal.

### **5.12 STATISTICAL TECHNIQUES USED:**

The chief objective of the study is to study the factors impacting attitude of teacher educators towards two years B.Ed. programme in select colleges of West Bengal. The technique of the study is therefore testing through self made questionnaire. Scoring is done through percentage wise analysis for 39 items and for the 40<sup>th</sup> item which was open ended question, for this the investigator carefully studied the feedback of every teacher educators and discussed in the following paragraph.

## **5.13 FINDINGS:**

### **1. Item no. 1. “Is the two years B.Ed. programme very costly?”**

- Out of 100 teacher educators 60% have agreed the item no. 1
- Out of 42 male 66% and out of 58 female 55% have agreed the item no. 1.
- Out of 50 government 44% and out of 50 private 76% have agreed the item no. 1.

Hence, from the above interpretation it is found that the two years B.Ed. programme is very costly.

### **2. Item no. 2. Whether two years B.Ed. programme is affecting the financial status of student teachers?**

- Out of 100 teacher educators 78% have agreed the item no. 2
- Out of 42 male 90% and out of 58 female 69% have agreed the item no. 2.
- Out of 50 government 62% and out of 50 private 94% have agreed the item no. 2.

Hence, from the above interpretation it is found that the two years B.Ed. programme is affecting the financial status of student teachers.

### **3. Item no. 3. Interviews, group discussions along with common entrance tests marks should be introduced for selecting the candidates?**

- Out of 100 teacher educators 80% have agreed the item no. 3



- Out of 42 male 92% and out of 58 female 71% have agreed the item no. 3.
- Out of 50 government 82% and out of 50 private 78% have agreed the item no. 3.

Hence, from the above interpretation it is found that the Interviews, group discussions along with common entrance tests marks should be introduced for selecting the candidates.

**4. Item no. 4. Will it be better if there is a basic unit of 50 students with a maximum of two units in B.Ed. programme?**

- Out of 100 teacher educators 87% have agreed the item no. 4.
- Out of 42 male 95% and out of 58 female 81% have agreed the item no. 4.
- Out of 50 government 94% and out of 50 private 80% have agreed the item no. 4.

Hence, from the above interpretation it is found that it will be better if there is a basic unit of 50 students with a maximum of two units in B.Ed. programme.

**5. Item no. 5. Do you feel that the duration of the two years B.Ed. course is lengthy and wastage of time?**

- Out of 100 teacher educators 53% have disagreed the item no. 5.
- Out of 42 male 53% and out of 58 female 54% have disagreed the item no.5.
- Out of 50 government 62% and out of 50 private 44% have disagreed the item no. 5.

Hence, from the above interpretation it is found that the duration of the two years B.Ed. course is not lengthy and not wastage of time.

**6. Item no. 6. Are you satisfied with the present changes in the duration of B.Ed. course?**

- Out of 100 teacher educators 56% have agreed the item no. 6.
- Out of 42 male 57% and out of 58 female 55% have agreed the item no.6.
- Out of 50 government 58% and out of 50 private 54% have agreed the item no.6.

Hence, from the above interpretation it is found that every teacher educators are satisfied with the present changes in the duration of B.Ed. course.

**7. Item no. 7. Do you think that the present two years B.Ed. course is more effective than the previous one year B.Ed. course?**

- Out of 100 teacher educators 66% have agreed the item no. 7.
- Out of 42 male 77% and out of 58 female 59% have agreed the item no.7.
- Out of 50 government 80% and out of 50 private 52% have agreed the item no.7.

Hence, from the above interpretation it is found that the present two years B.Ed. course is more effective than the previous one year B.Ed. course.

**8. Item no. 8. Will trainee teachers suffer from mental pressures with the duration of minimum two years B.Ed. course?**

- Out of 100 teacher educators 53% have disagreed the item no. 8.
- Out of 42 male 53% and out of 58 female 54% have disagreed the item no.8.
- Out of 50 government 54% and out of 50 private 52% have disagreed the item no.8.

Hence, from the above interpretation it is found that the teacher trainee will not suffer from mental pressures with the duration of minimum two years B.Ed. course.

**9. Item no. 9. Do you think that the extension of B.Ed. course would lessen the interest of students towards studies as it becomes a time consuming process?**

- Out of 100 teacher educators 63% have agreed the item no. 9.
- Out of 42 male 72% and out of 58 female 57% have agreed the item no.9.
- Out of 50 government 72% and out of 50 private 54% have agreed the item no.9.

Hence, from the above interpretation it is found that the extension of B.Ed. course would lessen the interest of students towards studies as it becomes a time consuming process.

**10. Item no. 10. Is the two years B.Ed. course sufficient time to provide adequate and stable content knowledge?**

- Out of 100 teacher educators 89% have agreed the item no. 10.
- Out of 42 male 95% and out of 58 female 84% have agreed the item no.10.
- Out of 50 government 94% and out of 50 private 84% have agreed the item no.10.

Hence, from the above interpretation it is found that the two years B.Ed. course is sufficient time to provide adequate and stable content knowledge.

**11. Item no. 11. Do you think student teachers will face so many problems due to two hundred working days and 80% of minimum attendance in B.Ed. course?**

- Out of 100 teacher educators 55% have disagreed the item no. 11.
- Out of 42 male 53% and out of 58 female 57% have disagreed the item no.11.
- Out of 50 government 54% and out of 50 private 56% have disagreed the item no.11.

Hence, from the above interpretation it is found that the student teachers will not face so many problems due to two hundred working days and 80% of minimum attendance in B.Ed. course.

**12.Item no. 12. Do you think that with the expansion of the duration of the internship programme a better understanding of demonstration lesson, micro teaching and macro teaching practice has prevailed in the present student teachers?**

- Out of 100 teacher educators 83% have agreed the item no. 12.
- Out of 42 male 90% and out of 58 female 78% have agreed the item no.12.
- Out of 50 government 88% and out of 50 private 78% have agreed the item no.12.

Hence, from the above interpretation it is found that with the expansion of the duration of the internship programme a better understanding of demonstration lesson, micro teaching and macro teaching practice has prevailed in the present student teachers.

**13. Has the 6 months internship programme been an important factor for enhancing the entire B.Ed. programme?**

- Out of 100 teacher educators 81% have agreed the item no. 13.
- Out of 42 male 86% and out of 58 female 78% have agreed the item no.13.
- Out of 50 government 88% and out of 50 private 74% have agreed the item no.13.

Hence, from the above interpretation it is found that the 6 months internship programme been an important factor for enhancing the entire B.Ed. programme.

**14. Item no. 14. Do you think that the internship of six months is very long period?**

- Out of 100 teacher educators 66% have disagreed the item no. 14.
- Out of 42 male 66% and out of 58 female 66% have disagreed the item no.14.
- Out of 50 government 72% and out of 50 private 60% have disagreed the item no.14.

Hence, from the above interpretation it is found that the internship of six months is not very long period.

**15. Do you think the curriculum is very much rigid in two years B.Ed. course?**

- Out of 100 teacher educators 64% have disagreed the item no. 15.
- Out of 42 male 72% and out of 58 female 59% have disagreed the item no.15.
- Out of 50 government 62% and out of 50 private 66% have disagreed the item no.15.

Hence, from the above interpretation it is found that the curriculum is not very much rigid in two years B.Ed. course.

**16. Item no.16. Do you think the two years B.Ed. curriculum reduces the gap between theory and practice, between teacher education curriculum and school realities?**

- Out of 100 teacher educators 66% have agreed the item no. 16.
- Out of 42 male 62% and out of 58 female 69% have agreed the item no.16.
- Out of 50 government 74% and out of 50 private 58% have agreed the item no.16.

Hence, from the above interpretation it is found that the two years B.Ed. curriculum reduces the gap between theory and practice, between teacher education curriculum and school realities.

**17. Do you think the present B.Ed. Curriculum is based on the needs of the individual and society?**

- Out of 100 teacher educators 66% have agreed the item no. 17.
- Out of 42 male 62% and out of 58 female 69% have agreed the item no.17.
- Out of 50 government 70% and out of 50 private 62% have agreed the item no.17.

Hence, from the above interpretation it is found that the present B.Ed. Curriculum is based on the needs of the individual and society.

**18. Item no. 18. Do you think that there are unplanned and insufficient co-curricular activities in 2 years B.Ed. programme?**

- Out of 100 teacher educators 55% have disagreed the item no. 18.
- Out of 42 male 53% and out of 58 female 57% have disagreed the item no.18.

- Out of 50 government 48% and out of 50 private 62% have disagreed the item no.18.

Hence, from the above interpretation it is found that the there are planned and sufficient co-curricular activities in 2 years B.Ed. programme.

**19. Item no. 19. Do you think that the ICT, gender, yoga education and inclusive education shall form an integral part of the B.Ed. curriculum?**

- Out of 100 teacher educators 95% have agreed the item no. 19.
- Out of 42 male 98% and out of 58 female 93% have agreed the item no.19.
- Out of 50 government 98% and out of 50 private 92% have agreed the item no.19.

Hence, from the above interpretation it is found that the ICT, gender, yoga education and inclusive education shall form an integral part of the B.Ed. curriculum.

**20. Item no. 20. Do you think that there is no scope for curriculum development on a continuing basis to keep pace with current trends?**

- Out of 100 teacher educators 52% have agreed the item no. 20.
- Out of 42 male 53% and out of 58 female 52% have agreed the item no.20.
- Out of 50 government 52% and out of 50 private 52% have agreed the item no.20.

Hence, from the above interpretation it is found that there is no scope for curriculum development on a continuing basis to keep pace with current trends.

**21. Item no 21. Do you think that 2 years B.Ed. curriculum is sufficient to provide greater scope for development of sound knowledge on different areas i.e**

**content knowledge, knowledge on teaching, learning, methodologies and knowledge on pedagogy of teaching- learning among the trainee teachers?**

- Out of 100 teacher educators 75% have agreed the item no. 21.
- Out of 42 male 77% and out of 58 female 74% have agreed the item no.21.
- Out of 50 government 94% and out of 50 private 56% have agreed the item no.21.

Hence, from the above interpretation it is found that 2 years B.Ed. curriculum is sufficient to provide greater scope for development of sound knowledge on different areas i.e content knowledge, knowledge on teaching, learning, methodologies and knowledge on pedagogy of teaching- learning among the trainee teachers.

**22. Item no. 22 Do the inclusion of two years B.Ed. courses would increase the learning burden of student teachers?**

- Out of 100 teacher educators 63% have agreed the item no. 22.
- Out of 42 male 64% and out of 58 female 62% have agreed the item no.22.
- Out of 50 government 72% and out of 50 private 54% have agreed the item no.22.

Hence, from the above interpretation it is found that the inclusion of two years B.Ed. courses would increase the learning burden of student teachers.

**23. Item no. 23. Do you think the two years B.Ed. programme fulfils the educational objectives?**

- Out of 100 teacher educators 73% have agreed the item no. 23.
- Out of 42 male 74% and out of 58 female 72% have agreed the item no.23.



- Out of 50 government 56% and out of 50 private 90% have agreed the item no.23.

Hence, from the above interpretation it is found that the two years B.Ed. programme fulfils the educational objectives.

**24. Item no. 24. Do you think Instead of extending the B.Ed. course the change in curriculum could have been much effective?**

- Out of 100 teacher educators 63% have agreed the item no. 24.
- Out of 42 male 64% and out of 58 female 62% have agreed the item no.24.
- Out of 50 government 54% and out of 50 private 72% have agreed the item no.24.

Hence, from the above interpretation it is found that Instead of extending the B.Ed. course the change in curriculum could have been much effective.

**25. Item no.25. Do you think the two year B.Ed. course gaining more focus on practical aspect of education rather than theoretical aspect of education?**

- Out of 100 teacher educators 68% have agreed the item no. 25.
- Out of 42 male 69% and out of 58 female 67% have agreed the item no.25.
- Out of 50 government 78% and out of 50 private 58% have agreed the item no.25.

Hence, from the above interpretation it is found that the two year B.Ed. course gaining more focus on practical aspect of education rather than theoretical aspect of education.

**26. Item no. 26. Do you think two year B.Ed. course will develop proper teaching skills in student teachers?**

- Out of 100 teacher educators 79% have agreed the item no. 26.
- Out of 42 male 77% and out of 58 female 81% have agreed the item no.26.
- Out of 50 government 64% and out of 50 private 94% have agreed the item no.26.

Hence, from the above interpretation it is found that the two year B.Ed. course will develop proper teaching skills in student teachers.

**27. Item no. 27. Do you think the teacher education is no longer a training process but an education strategy for enabling teachers to teach and concern for their well-being?**

- Out of 100 teacher educators 80% have agreed the item no. 27.
- Out of 42 male 81% and out of 58 female 79% have agreed the item no.27.
- Out of 50 government teacher educators 74% and out of 50 private 86% have agreed the item no.27.

Hence, from the above interpretation it is found that the teacher education is no longer a training process but an education strategy for enabling teachers to teach and concern for their well-being.

**28. Item no. 28. Do you think during two years of training the student teachers can develop the ability for critical and logical thinking and apply the acquired knowledge and skills in unfamiliar situations?**

- Out of 100 teacher educators 70% have agreed the item no. 28.
- Out of 42 male 66% and out of 58 female 72% have agreed the item no.28.
- Out of 50 government teacher 64% and out of 50 private 76% have agreed the item no.28.

Hence, from the above interpretation it is found that during two years of training the student teachers can develop the ability for critical and logical thinking and apply the acquired knowledge and skills in unfamiliar situations.

**29. Item no. 29. Are the student teachers of two years B.Ed. course getting more opportunities for practise teaching rather than the student teachers of one year B.Ed. course?**

- Out of 100 teacher educators 97% have agreed the item no. 29.
- Out of 42 male 95% and out of 58 female 98% have agreed the item no.29.
- Out of 50 government teacher 100% and out of 50 private 94% have agreed the item no.29.

Hence, from the above interpretation it is found that the student teachers of two years B.Ed. course getting more opportunities for practise teaching rather than the student teachers of one year B.Ed. course.

**30. Item no. 30. Is there co-operation from the school principal for internship?**

- Out of 100 teacher educators 78% have agreed the item no. 30.
- Out of 42 male 74% and out of 58 female 81% have agreed the item no.30.
- Out of 50 government teacher 70% and out of 50 private 86% have agreed the item no.30.

Hence, from the above interpretation it is found that there is co-operation from the school principal for internship.

**31. Item no. 31. Are appropriate teaching aids used during practice teaching?**

- Out of 100 teacher educators 81% have agreed the item no. 31.
- Out of 42 male 90% and out of 58 female 74% have agreed the item no.31.

- Out of 50 government teacher 84% and out of 50 private 78% have agreed the item no.31.

Hence, from the above interpretation it is found that the appropriate teaching aids used during practice teaching.

**32. Item no. 32. Do Practice teaching helps in mastery of teaching skill?**

- Out of 100 teacher educators 98% have agreed the item no. 32.
- Out of 42 male 98% and out of 58 female 98% have agreed the item no.32.
- Out of 50 government teacher 100% and out of 50 private 96% have agreed the item no.32.

Hence, from the above interpretation it is found that the Practice teaching helps in mastery of teaching skill.

**33. Item no. 33. Do you think practice teaching enhances the degree of confidence in teacher trainees?**

- Out of 100 teacher educators 95% have agreed the item no. 33.
- Out of 42 male 95% and out of 58 female 95% have agreed the item no.33.
- Out of 50 government teacher 94% and out of 50 private 96% have agreed the item no.33.

Hence, from the above interpretation it is found that the practice teaching enhances the degree of confidence in teacher trainees.

**34. Item no. 34. Do you think assignments gives stress on practical activities like internal assignment, project works, seasonal works, internship in teaching, practice of micro –teaching skills, community works, practical works relating to**

**work experiences innovative ways for conducting practical activities related to health and physical education, work experience, fieldwork with community etc?**

- Out of 100 teacher educators 62% have agreed the item no. 34.
- Out of 42 male 55% and out of 58 female 67% have agreed the item no.34.
- Out of 50 government teacher 66% and out of 50 private 58% have agreed the item no.34.

Hence, from the above interpretation it is found that the assignments gives stress on practical activities like internal assignment, project works, seasonal works, internship in teaching, practice of micro –teaching skills, community works, practical works relating to work experiences innovative ways for conducting practical activities related to health and physical education, work experience, fieldwork with community etc.

**35. Item no. 35. Do you think that the student teachers find difficulty in assignment work?**

- Out of 100 teacher educators 56% have disagreed the item no. 35.
- Out of 42 male 55% and out of 58 female 57% have disagreed the item no.35.
- Out of 50 government teacher 52% and out of 50 private 60% have disagreed the item no.35.

Hence, from the above interpretation it is found that the student teachers do not find difficulty in assignment work.

**36. Item no. 36 Do you think adequate teaching and non-teaching staff should be employed in order to make the course effective?**

- Out of 100 teacher educators 89% have agreed the item no. 36.

- Out of 42 male 83% and out of 58 female 93% have agreed the item no.36.
- Out of 50 government teacher 80% and out of 50 private 98% have agreed the item no.36.

Hence, from the above interpretation it is found that the adequate teaching and non-teaching staff should be employed in order to make the course effective.

**37. Item no. 37. Do you think the NET qualified and experienced teacher educators must be recruited?**

- Out of 100 teacher educators 71% have agreed the item no. 37.
- Out of 42 male 77% and out of 58 female 67% have agreed the item no.37.
- Out of 50 government teacher 68% and out of 50 private 74% have agreed the item no.37.

Hence, from the above interpretation it is found that the NET qualified and experienced teacher educators must be recruited.

**38. Item no. 38. Do you think that NCTE should reduce the duration again to 1 year?**

- Out of 100 teacher educators 62% have disagreed the item no. 38.
- Out of 42 male 55% and out of 58 female 67% have disagreed the item no.38.
- Out of 50 government teacher 64% and out of 50 private 60% have disagreed the item no.38.

Hence, from the above interpretation it is found that the NCTE should not reduce the duration again to 1 year.

**39. Item no. 39. Do you think the two years B.Ed. course is a downfall for the self-financing institutions as the students of two years B.Ed. course are lesser as compared to that of one year course.**

- Out of 100 teacher educators 71% have agreed the item no. 39.
- Out of 42 male 74% and out of 58 female 69% have agreed the item no.39.
- Out of 50 government teacher 74% and out of 50 private 68% have agreed the item no.39.

Hence, from the above interpretation it is found that the two years B.Ed. course is a downfall for the self-financing institutions as the students of two years B.Ed. course are lesser as compared to that of one year course.

**40. Item no. 40. Do you think that NCTE should continue with two years duration?**

- Out of 100 teacher educators more than 60% teacher educators gave their feedback in favour that NCTE should continue with two years duration.

Hence, from the above interpretation it is found that the NCTE should continue with the two years duration.

#### **5.14 RECOMMENDATIONS:**

In the view of the findings of the study the investigator inclined to give the following recommendations;

- Two years B.Ed. programme should be continued to develop proper teaching skills in student teachers.
- Two years B.Ed. programme should be continued for maintaining the quality of education.
- Two years B.Ed. programme should provide more opportunities for practice teaching rather than the one year B.Ed. programme.
- The inclusion of two year B.Ed. programme in the present educational system should be according to the needs of educational system.
- The two years B.Ed. programme should have been introduced much earlier for maintaining the quality of education.
- The two years B.Ed. programme should be the successful completion of the course.
- The current two years B.Ed. programme should be more effective than the previous one year B.Ed. programme.
- The two years B.Ed. course should be able to create an effective teacher in future.

#### **5.15 SUGGESTIONS FOR FURTHER RESEARCH:**

The study in which the investigator has conducted is confined to the factors impacting attitude of teacher educators towards two years B.Ed. programme in select B.Ed. colleges of West Bengal. But it is not only the teacher educators of select B.Ed. Colleges of West Bengal that should be the population to be studied. Research is a continuous process and as such the following suggestions may be made for further study:



- In this study the investigator has taken 100 teacher educators (42 male and 58 female) as sample for the study from 20 B.Ed. colleges of West Bengal.
- In this connection for ensuring better sampling more teacher educators can be taken from more teacher training institutions or colleges on state wise basis if possible.
- The comparative study can be done by taking B.Ed. colleges present in the state of Sikkim and West Bengal.
- This study is conducted on B.Ed. teacher educators. The further study can be conducted by taking M.Ed. teacher educators also.

#### **5.16 CONCLUSION:**

The two years B.Ed. programme has a great contribution and plays a vital role for providing proper knowledge and skills to the student teachers and it has also an important factor for enhancing the quality of education and enhancing the quality of student teachers. The conclusion which can be down from the analysis and interpretation of data is that the two years B.Ed. programme is necessary for successful completion of the course. Therefore the two years B.Ed. course will develop proper teaching skills in student teachers and also the student teachers of two years B.Ed. course gets more opportunities for practise teaching rather than the student teachers of one year B.Ed. course. Hence, the two years B.Ed. programme should be continue for maintaining the quality of education.

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**APPENDIX- I**

**QUESTIONNAIRE**

***“Factors Impacting Attitude of Teacher Educators towards Two Years  
B.Ed. Programme.”***

**Please fill the following information:-**

Name.....

Gender:- Male/Female

Designation: -.....

Age: - 30 years & below/30-40years/40 years & above

Experience: - below 10 years/10-20years/more than 20 years

Name of the institution.....

Given on the following pages are a list of questions/statements describing about the factors impacting attitude of Teacher Educators towards Two years B.Ed. Programme. There are two options (YES) or (NO) provided for each of the statements: Please read each statement carefully and tick your option in appropriate cell either (YES) OR (NO).

SL. NO.	ITEMS	YES	NO
1	Is the two years B.Ed. programme very costly?		
2	Whether two years B.Ed. programme is affecting the financial status of student teachers?		
3	Interviews, group discussions along with common entrance tests marks should be introduced for selecting the candidates?		
4	Will it be better if there is a basic unit of 50 students with a maximum of two units in B.Ed. programme?		
5	Do you feel that the duration of the two years B.Ed. course is lengthy and wastage of time?		
6	Are you satisfied with the present changes in the duration of B.Ed. course?		
7	Do you think that the present two years B.Ed. course is more effective than the previous one year B.Ed. course?		
8	Will trainee teachers suffer from mental pressures with the duration minimum two years B.Ed. course?		
9	Do you think that the extension of B.Ed. course would lessen the interest of students towards studies as it becomes a time consuming process?		
10	Is the two years B.Ed. course sufficient time to provide adequate and stable content knowledge?		
11	Do you think student teachers will face so many problems due to two hundred working days and 80% of minimum attendance in B.Ed. course?		
12	Do you think that with the expansion of the duration of the internship programme a better understanding of demonstration lesson, micro teaching and macro teaching practice has prevailed in the present student teachers?		
13	Has the 6 months internship programme been an important factor for enhancing the entire B.Ed. programme?		
14	Do you think that the internship of six months is very long period?		
15	Do you think the curriculum is very much rigid in two years B.Ed. course?		
16	Do you think the two years B.Ed. curriculum reduces the gap between theory and practice, between teacher education curriculum and school realities?		
17	Do you think the present B.Ed. Curriculum is based on the needs of the individual and society?		
18	Do you think that there are unplanned and insufficient co-curricular activities in 2 years B.Ed. programme?		

SL. NO.	ITEMS	YES	NO
19	Do you think that the ICT, gender, yoga education and inclusive education shall form an integral part of the B.Ed. curriculum?		
20	Do you think that there is no scope for curriculum development on a continuing basis to keep pace with current trends?		
21	Do you think that 2 years B.Ed. curriculum is sufficient to provide greater scope for development of sound knowledge on different areas i.e content knowledge, knowledge on teaching, learning, methodologies and knowledge on pedagogy of teaching- learning among the trainee teachers?		
22	Do the inclusion of two years B.Ed. courses would increase the learning burden of student teachers?		
23	Do you think the two years B.Ed. programme fulfils the educational objectives?		
24	Do you think Instead of extending the B.Ed. course the change in curriculum could have been much effective?		
25	Do you think the two year B.Ed. course gaining more focus on practical aspect of education rather than theoretical aspect of education?		
26	Do you think two year B.Ed. course will develop proper teaching skills in student teachers?		
27	Do you think the teacher education is no longer a training process but an education strategy for enabling teachers to teach and concern for their well-being?		
28	Do you think during two years of training the student teachers can develop the ability for critical and logical thinking and apply the acquired knowledge and skills in unfamiliar situations?		



29	Are the student teachers of two years B.Ed. course getting more opportunities for practise teaching rather than the student teachers of one year B.Ed. course?		
30	Is there co-operation from the school principal for internship?		
31	Are appropriate teaching aids used during practice teaching?		
32	Do Practice teaching helps in mastery of teaching skill?		
33	Do you think practice teaching enhances the degree of confidence in teacher trainees?		
34	Do you think assignments gives stress on practical activities like internal assignment, project works, seasonal works, internship in teaching, practice of micro-teaching skills, community works, practical works relating to work experiences innovative ways for conducting practical activities related to health and physical education, work experience, fieldwork with community etc?		
35	Do you think that the student teachers find difficulty in assignment work?		
36	Do you think adequate teaching and non-teaching staff should be employed in order to make the course effective?		
37	Do you think the NET qualified and experienced teacher educators must be recruited?		
38	Do you think that NCTE should reduce the duration again to 1 year?		
39	Do you think the two years B.Ed. course is a downfall for the self-financing institutions as the students of two years B.Ed. course are lesser as compared to that of one year course.		

40 Do you think that NCTE should continue with two years duration? Please give your opinion within few words.

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**APPENDIX –II**

**RAW DATA**

**Raw data of factors impacting attitude of 100 teacher educators towards two years B.Ed. programme in select colleges of West Bengal.**

<b>SL.NO</b>	<b>YES</b>	<b>NO</b>
1	60	40
2	78	22
3	80	20
4	87	13
5	47	53
6	56	44
7	66	34
8	47	53
9	63	37
10	89	11
11	45	55
12	83	17
13	81	19
14	34	66
15	36	64
16	66	34
17	66	34
18	45	55
19	95	5
20	52	48
21	75	25
22	63	37
23	73	27
24	63	37
25	68	32
26	79	21
27	80	20
28	70	30
29	97	3
30	78	22
31	81	19
32	98	2
33	95	5
34	62	38
35	44	56
36	89	11
37	71	29
38	38	62
39	71	29

### APPENDIX –III

#### RAW DATA

**Raw data of factors impacting attitude of 42 male teacher educators towards two years B.Ed. programme in select colleges of West Bengal.**

<u>Item No.</u>	<u>YES!</u>	<u>NO!</u>
1	28	14
2	38	4
3	39	3
4	40	2
5	20	22
6	24	18
7	32	10
8	20	22
9	30	12
10	40	2
11	20	22
12	38	4
13	36	6
14	14	28
15	12	30
16	26	16
17	26	16
18	20	22
19	41	1
20	22	20
21	32	10
22	27	15
23	31	11
24	17	15
25	29	13
26	32	10
27	34	8
28	28	14
29	40	2
30	31	11
31	38	4
32	41	1
33	40	2
34	23	19
35	19	23
36	35	7
37	32	10
38	19	23
39	31	11

## APPENDIX –IV

### RAW DATA

**Raw data of factors impacting attitude of 58 female teacher educators towards two years B.Ed. programme in select colleges of West Bengal.**

<u>Item no.</u>	<u>Yes!</u>	<u>NO!</u>
1	32	26
2	40	18
3	41	17
4	47	11
5	27	31
6	32	26
7	34	24
8	27	31
9	33	25
10	49	9
11	25	33
12	45	13
13	45	13
14	20	38
15	24	34
16	40	18
17	40	18
18	25	33
19	54	4
20	30	28
21	43	15
22	36	22
23	42	16
24	36	22
25	39	19
26	47	11
27	46	12
28	42	16
29	57	1
30	47	11
31	43	15
32	57	1
33	55	3
34	39	19
35	25	33
36	54	4
37	39	19
38	19	39
39	40	18

## APPENDIX –V

### RAW DATA

**Raw data of factors impacting attitude of 50 private teacher educators towards two years B.Ed. programme in select colleges of West Bengal.**

<b>Item no.</b>	<b>Yes!</b>	<b>No!</b>
1	38	12
2	47	3
3	39	11
4	40	10
5	28	22
6	27	23
7	26	24
8	24	26
9	27	23
10	42	8
11	22	28
12	39	11
13	37	13
14	20	30
15	17	33
16	29	21
17	31	19
18	19	31
19	46	4
20	26	24
21	28	22
22	27	23
23	45	5
24	36	14
25	29	21
26	47	3
27	43	7
28	38	12
29	47	3
30	43	7
31	39	11
32	48	2
33	48	2
34	29	21
35	20	30
36	49	1
37	37	13
38	20	30
39	34	16

## APPENDIX –VI

### RAW DATA

**Raw data of factors impacting attitude of 50 government teacher educators towards two years B.Ed. programme in select colleges of West Bengal.**

<b>Item no.</b>	<b><u>Yes!</u></b>	<b><u>No!</u></b>
1	22	28
2	31	19
3	41	9
4	47	3
5	19	31
6	29	21
7	40	10
8	23	27
9	36	14
10	47	3
11	23	27
12	44	6
13	44	6
14	14	36
15	19	31
16	37	13
17	35	15
18	26	24
19	49	1
20	26	24
21	47	3
22	36	14
23	28	22
24	27	23
25	39	11
26	32	18
27	37	13
28	32	18
29	50	0
30	35	15
31	42	8
32	50	0
33	47	3
34	33	17
35	24	26
36	40	10
37	34	16
38	18	32
39	37	13