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## **A Study on Attitude Towards Four Years Integrated Course Among Teacher Educators**

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### ABSTRACT

*The new NATIONAL EDUCATION POLICY 2020 has outlined several reforms for both school education and higher education. A Common National Professional Standards will be developed by NCTE by 2022, in consultation with NCERT, SCERTs, teachers and expert organizations across levels and regions. The minimum degree qualification for teaching will be a Four-Year Integrated Course by 2030, according to the new NEP 2020. In the present study the researchers have made an attempt to study the attitude towards Four Years Integrated Course among Teacher Educators in Kolkata, West Burdwan, East Burdwan and Birbhum of West Bengal. 98 Teacher Educators of 4 Government (17) and 11 Private(81) Teachers' Training Colleges(both Urban and Rural areas) in Kolkata, West Burdwan, East Burdwan and Birbhum of West Bengal were taken as representative sample of the whole population. Simple Random Sampling Technique was adopted for selecting the Teacher Educators in different colleges. A self made Questionnaire consisting 36 statements was used as a tool for collecting the data. Under descriptive statistics, the collected Teacher Educators' scores are analyzed by applying mean, standard deviation and t-test. From viewing different perspectives of this new course, the researchers have found that there is no significant difference between the attitude of Female and Male, Arts and Science stream, Urban and Rural, Govt. and Private Teachers' Training Colleges' Teacher Educators towards Four Years Integrated course .The Teacher Educators have given positive responses. There is a dire need of an innovative course and its implementation in Teacher Education.*

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**KEY WORDS:** Attitude, Four Years Integrated Course, Teacher Educators.

### INTRODUCTION

The Ministry of Human Resource Development (MHRD) has scrapped the two years Bachelor of Education (B. Ed) which was introduced three years ago. In the place of the popular education related course, HRD has introduced a four year integrated teacher training B.Ed course. Anil Swarup, School Education Secretary was in talks with the National Council for Teacher Education (NCTE) to rework on the syllabus for the new 4 years integrated B.A- B. Ed, B.com- B. Ed and B.Sc- B.Ed courses which have finally paid off. Arun Jaitley, Former Finance Minister and Minister of Corporate Affairs had made an announcement in his Education Budget 2018 speech on 1ST February 2018 regarding the introduction of the revamped course model for the new integrated B.Ed programme. The HRD Ministry is in the process of formulating the National Education Policy and the National Council for Teacher Education(Amendment) Bill,2017, will amend the National Council for Teacher Education Act, 1993. According to this Act, the government will



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give retrospective recognition to certain teacher education institution. It will also sanction retrospective permission to start new courses/training in teacher education. Candidates can apply for the four-year integrated teacher training programme right after completing their class 12th. It has also been highlighted that the new programme would be formulated on the lines of other professional degree course such as MBBS and B.Tech. At present, India has 18,600 institutes that offer B.Ed courses, of which, about 1000 institutes are run privately. And all of these institutes have gone unmonitored so far. So the government has asked them to submit affidavits wef facilities & achievements. In response to this, the HRD Ministry has received about 8,700 affidavits. The remaining have been issued show cause notices. This move will hopefully streamline and better the quality of B. Ed education in India in keeping with the new 4 years B. Ed guidelines. The reason behind the introduction of a new integrated B.Ed programme is that the HRD Ministry only wants capable and serious candidates to apply for the B. Ed courses. The National Education Policy 2020 has proposed several changes in the field of education in India. Here it is stated that a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT. BY 2030, the minimum degree qualification for teaching will be a 4 years integrated B.Ed degree.



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### REVIEW OF RELATED LITERATURE

1. Janak Singh & Dr. Umesh Chandra Kapri (2018) conducted "A Comparative Study of Attitude of Pupil Teachers towards Integrated Courses Recognized by NCTE Regulations. The finding of the study was that majority of pupil teachers were found under moderate level of attitude towards integrated courses recognized by NCTE Regulations 2014. Female pupil teachers were found to be more positive in their attitude towards integrated courses recognized by NCTE Regulations 2014 as compared to their male counterpart. The pupil teachers of urban teacher education colleges were found to be more favourable in their attitude towards integrated courses recognized by NCTE Regulations 2014 in comparison to the pupil teachers of Teacher Education colleges of rural areas. 2. Dr. Pooja Gupta (2018) conducted a study on "Innovation in Teacher Education". Innovation in the field of education is necessary to sustain and energize the knowledge economy. Teacher education needs to orient itself to face new challenges. Teacher education system must be committed to follow holistic approach, essentially innovative in nature to bring quality in the whole system. 3. Archana Adhikary (2017) conducted "A Study on the perception of the teacher trainees towards two year B.Ed Programme implemented in the teacher education institutions in Assam". The finding of the study was most of the trainees have created a negative perception towards two-year B.Ed Programme due to high fee structure. 4. Ramanath Gorain (2017) conducted a study on "Views of Teacher



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educators towards Two-year B.Ed Programme of West Bengal”. The findings of the study were I) 20% of respondents strongly agree towards two year B.Ed Programme. II) 30% of respondents agree towards two year B.Ed programme. III) 32.5% of respondent’s undecided towards two year B.Ed Programme. IV) 15% of respondents disagree towards two year B.Ed Programme. V) 2.5% of respondents strongly disagree towards two year B.Ed Programme. VI) No significant difference between views of Teacher educators teaching in private and Government institution towards two year B.Ed Programme. VII) No significant difference between views of male and female Teacher Educators towards two year B.Ed program. 5. S. SUDHA (2017) conducted a study on “Attitude of Student Teachers and Teacher Educators Towards Two years B.Ed Course”. The findings of above study gave a clear insight that this is not preferred by teacher trainees because they do not want to study for two years but it is welcomed by teacher educators. 6. Vijayalakshmi. M.K & Dr. Rethy. B. Menon (2017) conducted a study on “The Perspective of Teacher Educators and Teaching Competencies for imparting Two year B.Ed Programme suggested by NCTE in Karnataka”. The findings of the study were that the mean score of Teachers’ Perspective towards two – year B.Ed course is at a moderate level, the mean score of Teachers’ competency level is at a high level & there is a positive correlation between Teachers’ Perspective towards two-year B.Ed course and Teachers’ Competency level. Few of the teacher educators said that it is good to study it in detail, but few teacher educators said that it is not good since spending two years for B.Ed makes the student not to choose this. 7. Nataraja R (2016) conducted a study on “Attitude of Teacher Trainees Towards Two Year B.Ed Programme And Their Future”. The findings of the study were that most of the teacher trainees join the B.Ed Programme on their own interest and after course they get good job. The teacher trainees said that two years B.Ed course is a time waste process. 8. Sushma. R. (2016) Conducted a study on “Attitude of Teacher Educators’ Towards Two Years B .Ed Programme”. Findings of the study was most of the teacher educators denies two years B.Ed Programme because one year that extends to another year it bores the student & after spending two years, there is less job opportunities, they remain unemployed. 9. Sumit Sao & Santosh Kumar Behera(2016)conducted a study on “Student- teachers’ Attitude towards Two Years B.Ed Programme with reference to NCTERegulation,2014”. Findings of the study - the researchers had found that 50.46 of B.Ed. Student-Teachers support that two -year B.Ed Programme is appropriate . Thus the present study signifies that Two- Year B.Ed Programme is a right decision taken by NCTE. 10. Amal Kumar Chakraborty and Dr. Santosh Kumar Behera(2014) conducted a study on “ Attitude of the Female Teacher-Trainees towards the Existing B.Ed. Syllabus of the University of Burdwan: An Empirical Study”. Findings of the study were that there would be significant attitudinal difference among deputed female govt. & private B.Ed students, fresher female govt. & private B.Ed students , deputed female private & fresher



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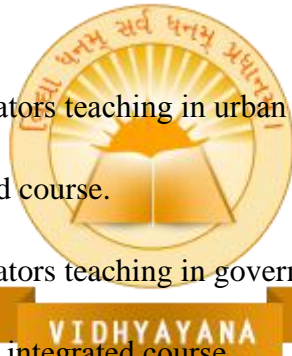
female private B.Ed students , govt. female and private female B.Ed students.

### STATEMENT OF THE PROBLEM

The study is entitled as “A Study on Attitude Towards Four Years Integrated Course Among Teacher Educators”.

### OBJECTIVES OF THE STUDY

1. To Study the attitude of teacher educators towards 4 years integrated course.
2. To compare the attitude of female and male teacher educators towards 4 years integrated course.
3. To compare the attitude of teacher educators from arts and science stream towards 4 years integrated course.
4. To compare the attitude of teacher educators teaching in urban and rural teachers' training colleges towards 4 years integrated course.
5. To compare the attitude of teacher educators teaching in government and private teachers' training colleges towards 4 years integrated course.



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### HYPOTHESIS

For the present study, based on the objectives the researcher formulated the following hypotheses:

1. There is no significant difference between the attitude of female and male teacher educators towards 4 years integrated course.
2. There is no significant difference between the attitudes of teacher educators from arts and science stream towards 4 years integrated course.
3. There is no significant difference between the attitude of teacher educators teaching in





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urban and rural teachers' training colleges.

4. There is no significant difference between the attitude of teacher educators teaching in government and private institutions towards 4 years integrated course.

### METHODOLOGY

#### Research Method

The present study is based on descriptive survey method.

#### Population

For the study Teacher educators of Kolkata, West Burdwan, East Burdwan and Birbhum in West Bengal are considered as population.

#### Sample

98 Teacher Educators teaching in government and private D.El.Ed, B.Ed & M.Ed. colleges in Kolkata, West Burdwan, East Burdwan and Birbhum are selected by random sampling technique.

The teacher educators of Kolkata, West Burdwan, East Burdwan and Birbhum in West Bengal comprised the population of the study. 98 Teacher Educators, of 4 Government(17) and 11 Private(81) Teachers' Training Colleges(both Urban and Rural areas) of Kolkata, West Burdwan, East Burdwan and Birbhum in West Bengal were taken as representative sample of the whole population. Simple Random Sampling Technique was adopted for selecting the Teacher Educators in different colleges. The samples include Female 47 and Male 51 teacher educators, from Arts stream 65 and Science stream 33, Urban 73 and Rural 25, from Government college 17 and Private college 81 teacher educators.

#### Tool

A self made Questionnaire consisting 36 statements was used as a tool for collecting the data. These 36 statements are classified into 7 areas namely (A) Duration and Working Days (B) Intake, Eligibility, Admission Procedure and Fees (C)Curriculum and Programme Implementation (D) Evaluation (E) Staff (F) Infrastructural Facilities (G) Managing Committee. In the scoring procedure ,there are five options and their score respectively as follows : Strongly Agree(SA)-5, Agree(A)-4, Neutral(N)-3, Disagree Agree(DA)-2, Strongly Disagree(SDA)-1.



**Statistical Measures used**

Descriptive Statistics - Mean, Standard Deviation.

Inferential Statistics – t test.

Under descriptive statistics, the collected teacher educators’ scores are analysed by applying Mean and Standard Deviation. Under inferential statistics, the significance test like t-test are done to find out the difference between the attitude of female and male, arts and science ,urban and rural, government and private colleges teacher educators towards Four Years Integrated Course.

**ANALYSIS AND INTERPRETATION OF DATA**

This chapter deals with analysis and interpretation of the data. In this chapter all the data are presented in the form of frequency distribution and t ratios. A Study on Attitude Towards Four Years Integrated Course Among Teacher Educators is measured by using self made tool.

There are total 98 data and four types – Gender, Stream, Locality, Type of Institution.

**Hypothesis Testing:1.**There is no significant difference between the attitude of female and male teacher educators towards 4 years integrated course.



**TABLE 1** Result of t test of **Gender type**

| Variable | Type   | N  | MEAN    | SD    | Calculated t Value | df | Significance  |
|----------|--------|----|---------|-------|--------------------|----|---|
| Gender   | Female | 47 | 150.405 | 6.69  | 0.074              | 96 | Insignificant<br><br>Both at 0.05 level and at 0.01 level |
|          | Male   | 51 | 150.53  | 9.715 |                    |    |   |



**Interpretation:**

Critical value of t at df 90 at 0.05 level of significance is 1.99 and at 0.01 level of significance is 2.63. Critical value of t at df 100 at 0.05 level of significance is 1.98 and at 0.01 level of significance is 2.63. The calculated value of t at df 96 is 0.074 which is far less than critical value both at 0.05 level and at 0.01 level which means t value is insignificant. So the null hypothesis is accepted.

**Hypothesis Testing: 2.** There is no significant difference between the attitude of teacher educators from arts and science stream towards 4 years integrated course.

**TABLE 2** Result of t test of Stream type

| Variable | Type    | N  | Mean    | SD    | Calculated t value | df | Significance  |
|----------|---------|----|---------|-------|--------------------|----|---|
| Stream   | Arts    | 65 | 150.539 | 8.142 | 0.197              | 96 | Insignificant<br><br>Both at 0.05 level and at 0.01 level |
|          | Science | 33 | 150.878 | 7.975 |                    |    |   |

**Interpretation**

Critical value of t at df 90 at 0.05 level of significance is 1.99 and at 0.01 level of significance is 2.63. Critical value of t at df 100 at 0.05 level of significance is 1.98 and at 0.01 level of significance is 2.63. The calculated value of t at df 96 is 0.197 which is far less than critical value both at 0.05 level and at 0.01 level which means t value is insignificant. So the null hypothesis is accepted.

**Hypothesis Testing: 3.** There is no significant difference between the attitude of teacher educators teaching in urban and rural teachers' training colleges.





TABLE 3 Result of t test of Locality type

| Variable | Type  | N  | Mean    | SD    | Calculated t value | df | Significance  |
|----------|-------|----|---------|-------|--------------------|----|---|
| Locality | Urban | 73 | 150.357 | 8.762 | 0.354              | 96 | Insignificant<br>Both at 0.05 level and at 0.01 level |
|          | Rural | 25 | 151     | 7.483 |                    |    |   |

Interpretation

Critical value of t at df 90 at 0.05 level of significance is 1.99 and at 0.01 level of significance is 2.63. Critical value of t at df 100 at 0.05 level of significance is 1.98 and at 0.01 level of significance is 2.63. The calculated value of t at df 96 is 0.354 which is far less than critical value both at 0.05 level and at 0.01 level which means t value is insignificant. So the null hypothesis is accepted.

Hypothesis Testing:4. There is no significant difference between the attitude of teacher educators teaching in government and private institutions towards 4 years integrated course.

TABLE 4 Result of t test of Type of Institution

| Variable            | Type       | N  | Mean    | SD    | Calculated t Value | df | Significance  |
|---------------------|------------|----|---------|-------|--------------------|----|---|
| Type of Institution | Government | 17 | 149.765 | 7.658 | 1.031              | 96 | Insignificant<br>Both at 0.05 level and at 0.01 level |
|                     | Private    | 81 | 151.939 | 8.974 |                    |    |   |

Interpretation

Critical value of t at df 90 at 0.05 level of significance is 1.99 and at 0.01 level of significance is 2.63. Critical value of t at df 100 at 0.05 level of significance is 1.98 and at 0.01 level of significance is 2.63. The calculated value of t at df 96 is 1.031 which is less than critical value both at 0.05 level and at 0.01 level which means t value is insignificant. So the null hypothesis is accepted.



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## DISCUSSION

### Major Findings

- Hypothesis 1. Calculated t value of Gender is insignificant, so the null hypothesis is accepted, no significant difference between the attitude of female and male teacher educators towards 4 years integrated course.
- Hypothesis 2. Calculated t value of Stream is insignificant, so the null hypothesis is accepted, no significant difference between the attitude of teacher educators from arts and science stream towards 4 years integrated course.
- Hypothesis 3. Calculated t value of locality is insignificant, so the null hypothesis is accepted, no significant difference between the attitude of teacher educators teaching in urban and rural teachers' training colleges towards 4 years integrated course.
- Hypothesis 4. Calculated t value of Type of Institution is insignificant, so the null hypothesis is accepted, no significant difference between the attitude of teacher educators teaching in government and private teachers' training colleges towards 4 years integrated course.

### Minor findings

- According to most of the respondents, the Integrated Teacher Education Programme should be of four academic years comprising eight semesters including internship will be very effective.
- According to most of the respondent, the minimum attendance of student – teachers should have to be 80% in all courses and 90% for field -based experience or school internship or teaching practice separately.
- According to most of the respondents, candidates should have at least 50% marks in senior secondary or plus two examination or its equivalent for the eligibility of admission.
- Some respondents disagree with the relaxation in percentage of marks in the senior secondary or plus two examination or its equivalent examination given for the the reservation of SC,ST,OBC, other backward class.





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- Most of the respondents strongly agree with this, the admission should be made on merit

basis along with common entrance test & interviews for selecting the candidates for this course.

According to most of the respondents, the institution should charge only such fee as may be prescribed by the affiliating body or State Government or concerned Universities in accordance with provisions of the NCTE (Guidelines for regulation of tuition fees & other fees chargeable by unaided teacher institutions) Regulations, 2002

- Most of the respondents strongly agree with this point, the institution should not charge donations, capitation fee, etc from the students.

- According to most of the respondents, the curriculum and the implementation of the programme shall be based on the model curriculum developed by the NCTE.

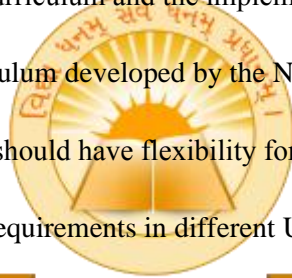
- According to most of the respondents, there should have flexibility for adapting or modifying the model curriculum as per local requirements in different Universities & colleges conducting this programme.

- According to most of the respondents, the curriculum will provide greater scope for development on Pedagogy of teaching – learning as well as arts, science or commerce subject knowledge among students.

- Some respondents agree and some respondents disagree with this, the pressure of practicum should be reduced.

- According to most of the respondents, evaluation should be objective, reliable, and valid.

- According to most of the respondents, different modes of examination system will be needed to evaluate the all level students.



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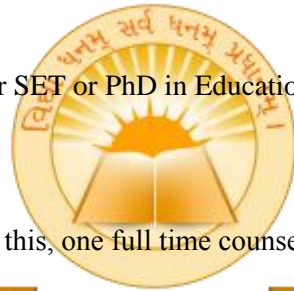
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- Most of the respondents strongly agree with giving importance to both individual performance & team work for evaluating students.
  - Most of the respondents strongly agree with this, Continuous and Comprehensive Evaluation should be given importance to assess all aspects of a student's development on a continuous basis throughout the year.
  - According to most of the respondents, the terms and conditions of teaching & non-teaching staff including selection procedure, pay scales and other benefits should be effective according to NCTE & UGC guidelines.
  - According to most of the respondents, M.Ed degree should be compulsory for essential qualifications of teacher educators.
  - According to most of the respondent, NET or SET or PhD in Education should be mandatory criteria for teacher educators.
  - Most of the respondents strongly agree with this, one full time counselor should be needed for career guidance and counseling.
  - According to most of the respondents, pay scale or salary of teacher educators should be increased for 4 years integrated course.
  - According to most of the respondents, the minimum essential space for an institution offering the Integrated Teacher Education will include an administrative wing, an academic wing and other amenities, all spaces should be inclusive and have barrier free access.
  - According to most of the respondents, the library should cater to the requirement of the programme and should have a seating capacity for at least 50 persons equipped with minimum 1000 titles and 4000 books.



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- Most of the respondents agree with this, the institutions should create digital library with relevant and adequate resource materials
- According to most of the respondents, science stream laboratories should be available with facilities and adequate equipments for conducting experiments
- According to most of the respondents, different languages laboratories should be needed for developing communication skills among students.
- According to most of the respondents, there should have more opportunities or facilities for extracurricular activities of choice.
- Some respondents agree and some respondents disagree with the point, the institution should have a managing committee comprising representatives of the sponsoring society/trust, educationists and teacher educators and representatives of the affiliating university and of the staff in order to solve various problems.



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### EDUCATIONAL IMPLICATIONS AND RECOMMENDATIONS

- The teacher educators can get more opportunities to work because of the extension of course duration into 4 years.
- Teacher educators can get more time to mould the students perfectly.
- Students can get more time to learn more about skill and they can get more training in that level.
- Students may be benefited from this 4years Integrated course. They can do two degrees like B.A -B.Ed, B.Sc- B.Ed simultaneously within 4 years and can save their time.
- This course will help students if they go for further studies like M.Ed.

### CONCLUSION

This research paper shows the attitude of many teacher educators towards 4 years Integrated Course. From viewing different perspectives of this new course, the researcher has found that maximum teacher educators has given good and positive responses. From the above discussion it is concluded that the four years Integrated course is good for the student. This Four Years Integrated Course has been introduced to ensure that only willing and serious candidates apply for it. Innovation in the field of teacher education is necessary to sustain and energize the knowledge economy.



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NCTE is working on this new course to achieve its core objective of producing quality teachers. Teacher education system must be committed to follow holistic approach, essentially innovative in nature to bring quality in the whole system.

### SUGGESTIONS FOR FURTHER RESEARCH

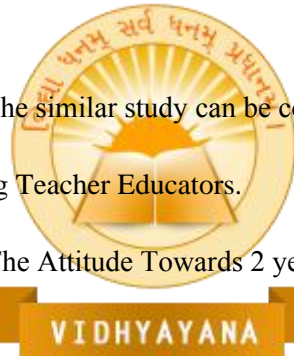
The present study in which the researcher has conducted an investigation to find out the attitude towards 4 years integrated course among teacher educators of teachers' training colleges in selected areas in West Bengal. But it is not only the teacher educators of selected areas colleges of West Bengal that should be the population to be studied. Research is a continuous process and as such the following suggestions may be made for the further study:

- In this study the researcher has taken 98 teacher educators from 15 teachers' training colleges in Kolkata, West Burdwan, East Burdwan and Birbhum of West Bengal as sample.

The further study can be conducted by taking teacher educators from other teachers' training colleges in another area as sample.

- This study is on 4 years Integrated Course. The similar study can be conducted on The Attitude Towards Special B.Ed Course Among Teacher Educators.

- Another similar study can be conducted on The Attitude Towards 2 years M.Ed course Among Teacher Educators.



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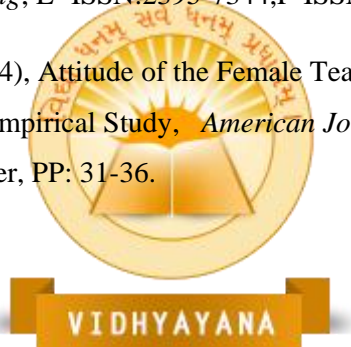
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