Well determined by the process of the teacher education the type of the teacher, the society aspire to have. the desired image of the teacher has to be built up, keeping in view its intellectual, the professional, the social and personal aspect. as the Indian situation has certain peculiar problem, which are distinct from many other nation.

The present investigation will throw ample light on the comparative impact of teacher training on teaching competencies and attitude toward teaching profession of B.Ed. teacher trainees . The main objectives of the study were To compare the impact of teacher training through distance mode and formal mode in reference to teaching competences and attitude toward teaching profession of B.Ed. Trainees of IGNOU, UPRTOU & Mahatma Gandhi kashi Vidyapith University region, Varanasi and Chandauli district.

A comparative study of the formal mode of and distance mode of training was essential for formulating future plans and taking decision regarding crucial aspects of teacher training programme in India. As evident from past research studies that there exist conspicuous gaps not only in findings but in the selection of variables, and the methods and tools used for data collection. Hence, in the present study the comparison has been made of the two systems of teacher education in relation with teaching competence and attitude towards teaching of would be teachers. In this study valid and reliable tools i.e. Teacher Rating Scale(TRS Scale ) by R.C. Deva and Teacher Attitude Inventory(TAI) by S.P. Ahluwalia have been used for data collection. the data were collected from systematic sampling technique for selecting units. The researcher selected a random sample of 75 B.Ed trainees of each distance and formal institution, total three hundreds (300). In, finally the randomly selected sample consisted of three hundreds (300) i.e 150 B.Ed teachers’ trainees of each mode i.e. distance and formal mode of teacher trainees.
The result of this study indicate that the level of teaching competence and attitude toward teaching and of male and female trainees trained through different modes do not differ significantly. Likewise, trainees, of arts and science Streams, Urban and Rural areas trained through distance and formal mode of trainees do not differ significantly with regard to teaching competence and attitude toward teaching.

This has made the study more significant. The significance of the study from national point of view is self-evident. If teachers are supposed to be the national builders, if they constitute the mainsprings of the academic excellence, the study of the "competent and responsible teachers" assumes a crucial national significance. This study will offer the suggestions for improving the teacher education programme for making it more relevant to face the challenges of 21st Century Indian Society.