



## A COMPARATIVE STUDY OF ATTITUDE OF PUPIL TEACHERS AND STAKE HOLDERS TOWARDS INTEGRATED COURSES RECOGNISED BY NCTE REGULATIONS 2014

**Janak Singh**

Research Scholar, Shri Venkateshwara University, Gajrola, Uttar Pradesh, India

### ABSTRACT

*Attitude is a complex state of mind involving beliefs, feelings, values and dispositions to act in certain ways. Teaching attitude is a readiness of a teacher to become motivated with subject to an object. Teacher or teacher educators' attitudes can sometimes be useful in predicting their behaviour, such as how they will teach in a class room or use instructional material in teaching. NCTE Regulations 2014 stands for improvement of teacher education in all dimensions to address the educational needs of the nation. The study aimed to examine pupil teachers and stake holders' attitude towards Integrated Courses Recognised by NCTE Regulations 2014. The basic need of integrated courses recognized by NCTE Regulations 2014 is to create infrastructure for teacher education colleges in order to inculcate the feeling of expert teacher and a significant member of society. The B.Ed. integrated course starts after completion of senior secondary education. A pilot study was carried out selecting a sample of 200 pupil teachers and 20 Stake holders of teacher education colleges located in NCR Delhi. The finding revealed that majority of the pupil teachers and stake holders indicated moderate level of attitude towards integrated courses recognized by NCTE Regulations 2014. There exists a significant difference of attitude towards integrated courses recognised by NCTE Regulations 2014 between pupil teachers and stake holders. The mean score of attitude of pupil teachers towards integrated courses was found to be greater than the mean score of attitude of stake holders of Teacher Education colleges.*

**KEYS WORDS:** *Integrated courses, NCTE Regulations 2014, Pupil Teachers Stake holders*

### INTRODUCTION

Indian education system has improved from time to time according to social needs and requirements and becomes one among major manpower exporting countries of the world. Still India remains a knowledge-taking country rather than a knowledge-creating country. In order to improvement, planning, and organization of teacher education in India, the Government of India setup NCTE in 1973. Considering the recommendations of various commissions and committees the NCTE developed a new regulation known as NCTE Regulations 2014 for qualitative and quantitative improvement in teacher education. To overcome the drawbacks in the NCTE Regulations 2009 and to test pupil teachers understanding, application, skill, analytical and synthesis abilities, it is necessary to understand the prevalent reforms in the system so as to be able to suggest improvement measures.

Education in 21 century has become more complex than before. Rather the simple process of educating the young, to develop their cognitive, effective and psychomotor abilities; teaching young has become difficult. Now, education should be learner centered and should pace with rapid advancements in the society. Education today has to keep itself ready for

such a change. This puts lots of responsibilities on the shoulder of the teacher. It is the need and demand of the time to address a changed role to teachers who should act as a mentor, motivator and counselor.

Teaching in the modern era is a challenging profession that requires good subject knowledge, questioning skills, clear objectives, good time management, effective planning, good classroom organization, good emotional intelligence, effective use of human resources, good interaction, effective communication skills, attitudes, perceptions, interests, etc. Moore (2001) has defined teaching, "as the actions of someone who is trying to assist others to reach their fullest potential in all aspects of development". Effective teaching requires a large repertoire of skills and the ability to put these skills to use in different situations. Effective teachers can inquire into students' experiences and build an understanding of learners' capacity to analyze what occurs in classrooms and in the lives of their students. The teacher can change the orientation from a view of teaching as 'static', to teaching as 'dynamic' and ever changing. Then the teacher becomes a reflective teacher. Reflective teachers learn all they can about teaching from both theory and practical. They teach and reflect on the teaching. Such teaching requires that they are sensitive to the

diversity of student's needs. Effective teachers know that good teaching is more than simply explaining, lecturing and discussing. Effective teaching requires the development of knowledge and essential teaching skills, as well as continuous professional growth.

Pupil teachers' positive attitudes can sometimes be useful in predicting their behaviour, such as how they will teach in a class room or use instructional material in teaching. A positive attitude makes the work not only easier but more effective also & professionally rewarding. A negative attitude makes the teaching task harder, less effective and unpleasant. So the knowledge of the attitude of the teachers will be helpful to the policy makers for the true implementation to know the success of the system. Attitude as a concept is concerned with an individual way of thinking, acting and behaving. NCTE Regulations 2014 stands for improvement of teacher education in all dimensions to address the educational needs of the nation. The study aimed to examine pupil teachers and stake holders' attitude towards Integrated Courses Recognised by NCTE Regulations 2014. The basic need of NCTE Regulations 2014 is to create infrastructure for teacher education in order to improve quality of teacher education. The pupil teachers and stake holders have diverse attitude towards the integrated courses recognized by NCTE Regulations 2014 as the council has given recommendation two years programme for each B.Ed. and M.Ed. course, four years B.A/B.Sc. B.Ed. integrated course and three years B.Ed. M.Ed. integrated courses. Thus the investigators interested to study pupil teachers and stake holders' attitude towards integrated courses recognized by NCTE regulations 2014.

### **THE NATIONAL COUNCIL FOR TEACHER EDUCATION (NCTE)**

National Council for Teacher Education (NCTE) was set up by the Government of India in 1995 under the National Council for Teacher Education Act, 1993. It is a statutory body of Indian government to maintain and see standards, procedures and processes of teacher education in Indian education system. This council functions for the central as well as state governments on all matter with regards to the Teacher Education and its Secretariat is located in the Department of Teacher Education and National Council of Educational Research and Training (NCERT). Despite the successful functioning in terms of educational field, it is facing difficulties in ensuring the maintenance of the standards of teacher education and preventing the increase in the number of substandard teacher education institutions in the country.

Before 1995, the National Council for Teacher Education, in its previous status since 1973, was an advisory body for the Central and State Governments on all matters pertaining to teacher education, with its Secretariat in the Department of Teacher Education. The NCTE was then only a department of the National Council of Educational Research and Training. The National Policy on Education (NPE), 1986 and the Programme of Action thereunder, envisaged the National Council for Teacher Education with statutory status and necessary resources as a first step for overhauling the system of teacher education NCTE is a statutory body came into existence in pursuance of the National Council for Teacher Education Act, 1993 (No. 73 of 1993 on the 17th August, 1995).

The MHRD and NCTE are now doing something that most of us had only hoped for. They have begun a complete and methodical overhaul of the TE system, from its regulatory

to its educational aspects. This requires capability and alignment of the people within MHRD and NCTE, and it requires steely resolve and political will. The start seems to exhibit this in adequate measure.

### **NCTE REGULATIONS 2014**

NCTE notified the revised Regulations 2014, along with Norms and Standards for 15 programmes on November 28, 2014 under Government of India Gazette Notification No.346 (F.No. 51-1/2014/NCTE/N&S) by following the recommendations of the Justice Verma Commission (JVC) appointed by the Government at the instance of the Hon'ble Supreme Court of India. The JVC had suggested wide range reforms in Teacher Education which the new Regulations 2014 have addressed. The new Regulations are an outcome of wider consultations with stakeholders undertaken by NCTE. The important highlights of Regulations 2014 are as under:

- a) A wide basket with 15 programmes is on offer, recognizing for the first time three new programmes – 4-year B.A/B.Sc.B.Ed., 3-year B.Ed. (Part-time), and 3-year B.Ed.-M.Ed. programme.
- b) The duration of three programmes – B.Ed., B.P.Ed., M.Ed. – has been increased to two years, providing more professional rigour and at par with best international standards.
- c) Henceforth, in place of stand-alone institutions, teacher education shall be established in composite institutions (multi-disciplinary or multi-teacher education programmes).
- d) Each programme curriculum comprises three components – theory, practicum, internship; and at least 25% of the programme is developed to school-based activities and internship.
- e) ICT, Yoga Education, Gender and Disability/ Inclusive Education are integral part of each programme curriculum.
- f) More integrated teacher education programmes are encouraged.
- g) The teacher educator M.Ed. Degree comes with specialization in either Elementary Education or in Secondary/Senior Secondary Education.
- h) Open and Distance Learning (ODL) has become more rigorous with built-in quality assurance mechanisms.
- i) In-service teachers have more option to acquire higher TE qualifications—DEEd (ODL), B.Ed. (ODL), B.Ed. (Part-Time).
- j) NOC from affiliating university/body is mandatory while making an application.
- k) Provision of application, payment of fees, visiting team reports, etc. online. Centralized computerized visiting team for transparent use by both HQs and Regional Committees for inspection/monitoring. (For this, E-Governance is in the process of finalization).
- l) Each teacher education institution to have compulsory accreditation in every 5 years from an accrediting agency recognized by NCTE. (An MoU has already been signed with NAAC in this regard).

In order to bring in uniformity among the courses of teacher education conducted by the teacher education institutions and also to cater to the modern trends introduced in the educational system, NCTE in November, 2014 made various recommendations about the setting up and running of

the teacher education institutions.

NCTE New Regulations 2014 made a radical change in teacher training programme particularly the B.Ed. Programme and proposed two-year B.Ed. Programme which came into the force from the academic session 2015-2017. Since B.Ed. is a professional course, skills and strategies are more the urgent need than extensive theoretical framework of the curriculum. The Two-year B.Ed. Programme and integrated B.Ed. courses as suggested by NCTE, 2014 can prepare the quality teachers and fulfil the needs of the students.

### NEED AND IMPORTANCE OF THE STUDY

The National Council for Teacher Education as a statutory body came into existence in pursuance of the National Council for Teacher Education Act, 1993 (No. 73 of 1993) on the 17th August, 1995. The National Council for Teacher Education, in its previous status since 1973, was an advisory body for the Central and State Governments on all matters pertaining to teacher education, with its Secretariat in the Department of Teacher Education of the National Council of Educational Research and Training (NCERT). The National Policy on Education (NPE), 1986 and the Programme of Action thereunder, envisaged a National Council for Teacher Education with statutory status and necessary resources as a first step for overhauling the system of teacher education. According to NCTE norms, it is mandatory for teacher education colleges to have a permanent Associate Professor, a librarian, and at least seven full-time teachers for different subjects. National Council for Teacher Education (NCTE) is granting no objection certificates (NOCs) to the teacher education colleges. Before opening up of new colleges it should ensure that existing colleges should meet all the requirements.

The Government and the National Council for Teacher Education (NCTE) have held extensive consultations with the State Governments, Universities and other stakeholders for initiating reforms in the teacher education system in the country, and have received suggestions for revision in the Centrally Sponsored Scheme on Teacher Education, Duration and Working days of Teacher Education Courses, teacher qualification norms, development of a national framework on teacher education, amendments in the NCTE Regulations on recognition norms and procedures, development of syllabus and curriculum and evaluation procedure for various teacher education courses, etc. Several initiatives have been taken for reforming the teacher education system. So, the NCTE continuously strives to ensure adherence to its Regulations, norms and standards by the various teacher training institutions, so as to maintain the desired quality in such institutions. In this direction, The National Council for Teacher Education (NCTE) has, vide NCTE (Recognition Norms & Procedure) Regulations, 2014 notified on 10 December, 2014, revised the norms for Teacher Education Courses. The Regulation of 2014 has stipulated that institutions running secondary level teacher training programmes like B.Ed. and B.P.Ed., would have to obtain accreditation from the National Assessment and Accreditation Council (NAAC) with a 'letter grade B' developed by NAAC before seeking additional intake in these programmes. NCTE Norms, Standards, Procedure have already kept in their official website. The central Government has proposed to implement the year calendar for teacher education courses.

According to NCTE Regulations 2014, the National Council of Teacher Education is providing necessary resources and capability to accredit institutions of teacher-education

and provide guidance regarding curricula and methods. Networking arrangements is created between institutions of teacher education and university departments of education.

Improvement in teacher education is a challenge for every nation to provide well prepared and effective teachers. NCTE Regulations 2014 has recognized Integrated Courses in teacher education. Hence, there is great need to know pupil teachers and stake holders' attitude towards Integrated Courses Recognised by NCTE Regulations 2014. This study deals with attitude of pupil teachers and stake holders towards Integrated Courses Recognised by NCTE Regulations 2014.

### STATEMENT OF THE PROBLEM

The study is entitled as "A Comparative Study of Attitude of pupil teachers and Stake Holders towards Integrated Courses Recognised by NCTE Regulations 2014".

### OBJECTIVES OF THE STUDY

1. To study the attitude of pupil teachers towards integrated courses recognised by NCTE Regulations 2014.
2. To study the attitude of stake holders towards integrated courses recognised by NCTE Regulations 2014.
3. To compare between pupil teachers and stake holders' attitude towards Integrated Courses Recognised by NCTE Regulations 2014.

### HYPOTHESIS OF THE STUDY

There is no significant difference between attitude of pupil teachers and stake holders towards integrated courses recognised by NCTE Regulations 2014.

### DESIGN OF THE STUDY

According to **Burns and Grove (2003:195)**, 'a research design is a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings'. The research approach is non-experimental survey method, exploratory-descriptive and contextual. The present research work is a descriptive study which is based on survey method. It is concerned with the survey of the institutions where teacher education is imparted in a formal way.

**Population:** The pupil teachers and stake holders of teacher education colleges located at NCR Delhi, comprised of the population.

**Sample of the Study:** A sample is a small and representative proportion of the population selected for observation and analysis. A sample of 200 pupil teachers and 20 stake holders were taken from 20 teacher education colleges located at NCR - Delhi. There was equal number of male and female pupil teachers. Convenient sampling techniques were applied for the selection of the colleges and random sampling technique was used for selection of pupil teachers and stake holders.

### TOOL USED IN THE STUDY

For the collection of data for the present study, the investigator prepared and standardized the scales as;

1. Pupil Teachers' attitude scale towards Integrated Courses Recognised by NCTE Regulations 2014.
2. Stake holders' attitude scale towards Integrated Courses Recognised by NCTE Regulations 2014.

### STATISTICAL TECHNIQUES USED

The data were analyzed and interpreted using frequencies and percentages of obtained scores used for determining

information about pupil teachers and stake holders' attitude towards integrated courses recognised by NCTE Regulations 2014. Mean, Standard Deviation, Z-Scores and t-test were used for analysis and interpretation of data of attitude of pupil teachers and stake holders.

**DELIMITATIONS OF THE STUDY**

1. The study was delimited to pupil teachers and stake holders only.
2. The study was delimited to the Teacher Education colleges/ institutes located at NCR Delhi only.
3. The study is delimited to the 200 pupil teachers, and 20 stake holders of Teacher Education colleges located at NCR Delhi.

**ANALYSIS AND INTERPRETATION**

The raw scores were obtained by administering attitude inventory on selected sample of pupil teachers and stake holders. These scores were tabulated. The analysis and interpretation of data of attitude of pupil teachers and stake holders towards integrated courses recognised by NCTE Regulations 2014 is given below;

**Z- Scores Ranges of Attitude Scores of Pupil teachers towards integrated courses recognised by NCTE Regulations 2014**

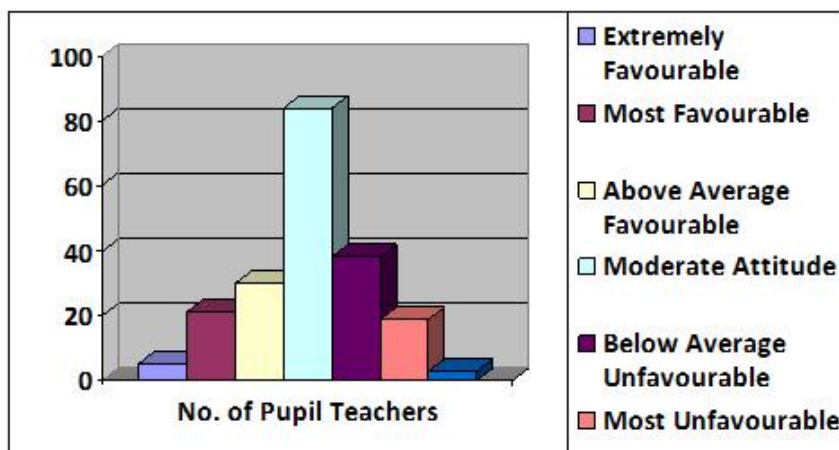
The table 1, given below shows the ranges of raw scores, ranges of z-scores, various attitude ranges and number of pupil teachers under various levels of attitude ranges towards integrated courses recognised by NCTE Regulations 2014.

S. N.	Range of Raw Scores	Range of z-scores	Level of Attitude	No. of Pupil Teachers
1	198 & above	+2.01 & above	Extremely Favourable	5
2	178-197	+1.26 to +2.00	Most Favourable	21
3	157-177	+0.51 to +1.25	Above Average Favourable	30
4	129-156	+0.50 to -0.50	Moderate Attitude	84
5	124-149	-0.51 to -1.25	Below Average Unfavourable	38
6	94-123	-1.26 to -2.00	Most Unfavourable	19
7	93 & below	-2.01 & below	Extremely Unfavourable	3
<b>Total</b>				<b>200</b>

On analyzing the data of level of attitude of 200 pupil teachers towards integrated courses recognised by NCTE Regulations 2014 it was concluded that 5 pupil teachers were found at extremely favourable level of attitude towards integrated courses recognised by NCTE Regulations 2014 while 21 pupil teachers were found under most favourable level, 30 pupil teachers were at above average favourable level, 84 pupil teachers at moderate level, 38 pupil teachers at below average unfavourable level, 19 pupil teachers at most

unfavourable and only 3 pupil teachers were found at extremely unfavourable level of attitude towards integrated courses recognised by NCTE Regulations 2014. From the collected data it has come to know that the maximum number of pupil teachers was found under moderate level of attitude towards integrated courses recognised by NCTE Regulations 2014.

Graph 1 given below shows the number of pupil teachers under various levels of attitude towards integrated courses recognised by NCTE Regulations 2014.



**Graph 1: Number of Pupil teachers of Under Various Levels of Attitude towards integrated courses recognised by NCTE Regulations 2014**

Graph 1 shows that majority of Pupil teachers were found under moderate level of attitude towards integrated courses recognised by NCTE Regulations 2014. Only a few of them were found under extremely favourable and extremely unfavourable attitude towards integrated courses recognised by NCTE Regulations 2014. In order to discharge the duties

teacher educator must possess favourable attitude towards integrated courses recognised by NCTE Regulations 2014.

### Z – Scores Ranges of Attitude of Stake Holders' towards Integrated Courses Recognised by NCTE Regulations 2014:

The table 2, given below shows the number of Stake Holders of Teacher Education colleges located in NCR-Delhi

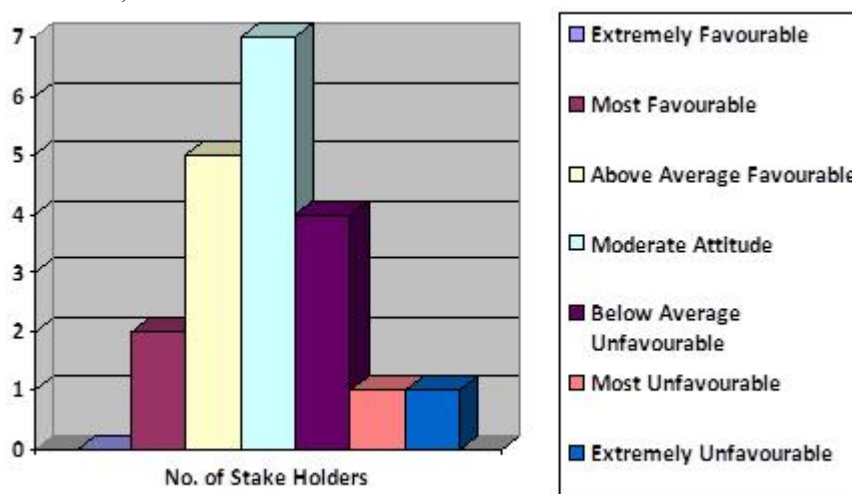
under various level of attitude towards integrated courses recognised by NCTE Regulations 2014.

S. N.	Range of Raw Scores	Range of z-scores	Level of Attitude	No. of Stake Holders
1	94 & above	+2.01 & above	Extremely Favourable	0
2	87-93	+1.26 to +2.00	Most Favourable	2
3	61-86	+0.51 to +1.25	Above Average Favourable	5
4	53-60	+0.50 to -0.50	Moderate Attitude	7
5	49-52	-0.51 to -1.25	Below Average Unfavourable	4
6	42-48	-1.26 to -2.00	Most Unfavourable	1
7	41 & below	-2.01 & below	Extremely Unfavourable	1
<b>Total</b>				<b>20</b>

On analysing the data of level of attitude of 20 Stake Holders towards integrated courses recognised by NCTE Regulations 2014 it was concluded that not a single Stake Holder was found at extremely favourable level of attitude towards integrated courses recognised by NCTE Regulations 2014 while 2 Stake Holders were found under most favourable level, 5 Stake Holders were at above average favourable level, 7 Stake Holders at moderate level, 4 Stake Holders at below average unfavourable level, 1 Stake Holders at most

unfavourable and only 1 Stake Holders was found at Extremely unfavourable level of attitude towards integrated courses recognised by NCTE Regulations 2014.

Majority of pupil teachers were found under moderate level of attitude towards integrated courses recognised by NCTE Regulations 2014. Pupil teachers must have positive attitude towards the integrated courses as integrated courses save both time and money and many more benefit it has.



**Graph 2: Showing Number of Stake Holders under Various Levels of Attitude towards integrated courses recognised by NCTE Regulations 2014**

It is clear from the graph 2 that majority of Stake Holders had moderate level of attitude towards integrated courses recognised by NCTE Regulations 2014.

### Comparison between Pupil Teachers and Stake Holders' Attitude towards integrated courses recognised by NCTE Regulations 2014:

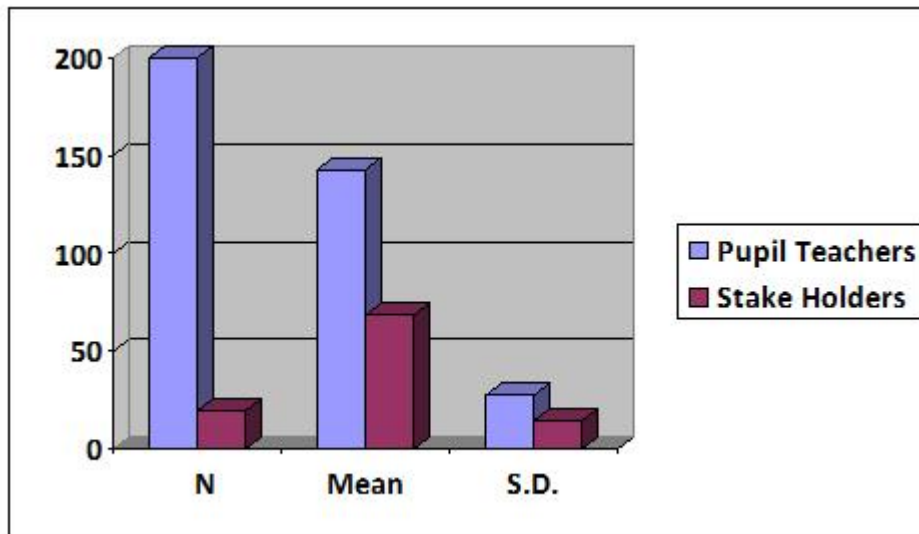
The table-3 shows number of pupil teachers and stake holders, the mean and standard deviation of the scores of attitude towards integrated courses recognised by NCTE Regulations 2014.

S.N.	Group	N	Mean	S.D.	t-ratio	Remarks
1.	Pupil Teachers	200	142.57	27.50	30.61	significant
2.	Stake Holders	20	68.30	14.40		



The mean score of 200 pupil teachers' attitude towards integrated courses recognised by NCTE Regulations 2014 was calculated to be 142.57 with standard deviation 27.50 while the mean score of 20 Stake Holders Attitude towards integrated courses recognised by NCTE Regulations 2014

was calculated to be 68.30 with standard deviation 14.40. The calculated t-value between mean scores of pupil teachers and stake holders' attitude towards integrated courses recognised by NCTE Regulations 2014 was calculated to be 30.61 which is statistically significant.



**Graph 3: Comparison between Teacher Educators and Stake holders' Attitude towards integrated courses recognised by NCTE Regulations 2014**

The graph 3 shows that the mean score of attitude of pupil teachers towards integrated courses recognised by NCTE Regulations 2014 was found greater than the mean score of attitude of stake holders. It is clear that two groups differ significantly on their attitude towards integrated courses recognised by NCTE Regulations 2014. Pupil teachers are supposed to be more favourable towards integrated courses recognised by NCTE Regulations 2014.

### MAJOR FINDINGS OF THE STUDY

The major findings of the study are given below;

- Majority of pupil teachers were found under moderate level of attitude towards integrated courses recognised by NCTE Regulations 2014. Pupil teachers must have positive attitude towards the integrated courses as integrated courses save both time and money and many more benefit it has.
- Least number of pupil teachers was found under extremely unfavourable level of attitude towards integrated courses recognised by NCTE Regulations 2014.
- Majority of Stake Holders were found under moderate level of attitude towards integrated courses recognised by NCTE Regulations 2014.
- The findings show that there exists a significant difference between mean score of attitude of pupil teachers and stake holders towards integrated courses recognised by NCTE Regulations 2014. The pupil teachers were found to be more positive than that of Stake Holders. So, it can be interpreted that the pupil teachers were found to be more positive in their attitude towards integrated courses recognised by NCTE Regulations 2014 as compared to the stake holders.

### CONCLUSION

The pupil teachers were found to be more favourable towards integrated courses recognised by NCTE Regulations 2014 than the stake holders. The mean score of attitude of

pupil teachers towards integrated courses recognised by NCTE Regulations 2014 was found greater than the mean score of attitude of stake holders. The major findings of this study revealed that, the attitude of pupil teachers and stake holders in NCR-Delhi is neither more favourable nor more unfavourable towards integrated courses recognised by NCTE Regulations 2014. It means the pupil teachers and stake holders possess satisfactory or average attitude towards integrated courses recognised by NCTE Regulations 2014. Pupil teachers and the stake holders should be motivated to change their attitude towards integrated courses recognised by NCTE Regulations 2014. A significant difference was found between the mean scores of attitude of pupil teachers and stake holders towards integrated courses recognised by NCTE Regulations 2014. The pupil teachers of teacher education colleges were found to be more favourable in their attitude towards integrated courses recognised by NCTE Regulations 2014 in comparison to stake holders.

### EDUCATIONAL IMPLICATIONS

Since the present study is conducted on pupil teachers and stake holders' attitude toward integrated courses recognized by the NCTE Regulations 2014 the study have its implications for teachers, parents, administrators and government as given below:

- There is need to develop awareness about NCTE Regulations 2014 among stake holders who revealed less positive attitude towards integrated courses recognized by the NCTE Regulations 2014.
- Appropriate materials for implementation of NCTE Regulations 2014 should be given to teachers to be made sure that all teachers have understood clearly about all that is given in the materials for integrated courses.
- Stake holders, teacher educators and stake holders should be encouraged to form favourable attitudes toward the practice. They should be made aware of the requirements of the system, its importance and how to implement it.

- Attitude of the teachers plays an important role in implementation of any educational activity so positive attitude towards implementation of integrated courses recognized by the NCTE Regulation 2014 must be enhanced.
  - Develop academic resources for teacher education, including multi-media, digital resources, conceptual reading materials for school teachers.
  - Model curriculum for integrated courses such as B.A.,B.Ed/ B.Sc. B.Ed. should be available on the web site of NCTE as well as that of department.
  - To maintain international contacts in the field of teacher education. Now NCTE assures the quality, and regulates the quantitative growth of teacher education institutions in the country; as it is the sole authority to give recognition to teacher education institutions.
  - At the time of appointment the teachers with favourable attitudes towards teaching profession should be appointed so that the students may not suffer in their educational achievement.
  - In-service teachers training programmes and refresher courses should be arranged to develop their emotional intelligence and spiritual intelligence.
  - Appropriate ongoing professional development programmes should be undertaken to promote competence in curriculum development, instructional materials, classroom management teaching skills and evaluation process.
  - The theory and practical training should be given equal weight age in the curriculum of Teacher Training schools and colleges.
4. A study may be conducted to know the effectiveness of in-service teachers training programmes, seminars, conferences and workshops and refresh courses to develop positive attitudes towards teaching profession
  5. An experimental research of the effects of integrated courses in teacher education and its effect on society and education may be explored.
  6. A similar study may be carried out taking the Government as well as private teacher education colleges/ university departments both from rural and urban areas of different states of India.
  7. Additional research in the area of the several NCTE Regulations is warranted. Specifically, the impact of norms and standards on the teacher education area deserves further study. Recommendations for further research on NCTE regulations could include the following:
  8. Research in the area of teacher education related to the technology to enhance quality of teacher education.

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It is a matter of immense pleasure that NCTE Regulations 2014 is in a progressive way, but still there is room for improvement. To remove the gap between former and new regulations, teachers, parents, Society, administrators and government should collectively work to implement the policies of NCTE Regulations 2014 and teacher educators and stake holders of it must be educated to work in this direction.

## SUGGESTION FOR FURTHER RESEARCH

1. A similar study may be repeated on a larger sample.
2. A similar study on teacher educators, pupil teachers and stake holders belonging to other district may be undertaken.
3. A comparative study of attitudes of teacher educators and pupil teachers of urban and rural teacher education colleges may be conducted.