



A STUDY OF ATTITUDE OF TEACHER EDUCATORS TOWARDS INTEGRATED COURSES RECOGNISED BY NCTE REGULATIONS 2014

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ABSTRACT

KEYWORDS:

Integrated course, NCTE Regulations 2014, Attitude, Teacher Educators.

Attitude 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 teacher educators, pupil teachers and students. The study aimed to assess the Teacher Educators' Attitude towards integrated courses recognized by NCTE Regulations 2014 in Faridabad district of Haryana. NCTE Regulations 2014 is a new regulation for improvement of learning environments for all students in order to make them a competent and effective teacher which requires change in the curriculum and modification in teaching and learning which can be helpful for all the students in an active and effective class system. The basic need of integrated courses recognized by NCTE Regulations 2014 is to create infrastructure for teacher education in colleges of higher education and teacher education 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 120 (60 male and 60 female) teacher educators working in teacher education colleges located in Faridabad district of Haryana. The finding revealed that Majority of the Teacher educators indicated moderate level of attitude towards integrated courses recognized by NCTE Regulations 2014. The male and female Teacher Educators differ significantly in their attitude towards NCTE Regulations 2014. Female teacher educators were found to be more positive in comparison to male teacher educators.

INTRODUCTION

A number of innovations and modifications have been carried out in Indian Education System before and after independence. It has been improved from time to time according to social needs and requirements still India remains a knowledge-taking country rather than a knowledge-creating country. If we want to sustain the process of development in all its aspects of life, we have to go with the global changes. For that Indian education system must be effective. India had an affective education system in its Vedic period but with the passage of the time it has been deteriorated.

The importance of teacher education in the educational programme of the country is of great significance. The greatness of the country does not depend on huge buildings, gigantic projects and large armies but on the quality of its citizens. If nation has a youth of sterling character and unimpeachable patriotism, it is found to make rapid progress in all fields. Therefore, the sacred duty of the teacher is to impart the right type of knowledge and make them good

citizens. It is the teacher who impresses his/her students with his/her personality and teacher educators are the concern with for making the pupil teachers effective and a responsible citizen of the country.

Teacher Training has its birth during the British period. Around 1802, William Carey set up a normal school for primary teachers at Serampur. The Calcutta School Society established in 1819, took early steps to train teachers. The need for teacher's training drew attention of Sir Thomas Munro, Governor of Madras. In his minute of 10th March 1826, he observed – 'No progress in education can be made without a body of better instructed teachers'. He further recommended the establishment of central school of educating teachers. The Calcutta Ladies Society also organized a training class in 1828 for women teachers in the Calcutta Central School for girls. In 1829, the Native Education Society of Bombay started training for primary teachers.

The Indian Education Commission (1881-82) marked the beginning of secondary teacher training institutions in

India. By the year 1894 six training colleges came into existence with colleges at Kurseong, Lahore, Madras (1886), Allahabad, Jabalpur (1890), Rajamundri (1894). Thereafter, it passed through a process of reform on the basis of suggestions of Government of India resolution (1904) – one year training for graduates, practicing school attached to training college, inclusion of theory and practice of teaching, establishment of link between training college and schools. Sadler commission was the first to propose Department of Education in Dhaka University. Hartog committee in 1929 and Sargent committee in 1944 made provision of refresher courses for in-service teachers. However, the growth was slow and by the year 1948 only 10 secondary teacher training institutions were functioning in India. The number increased to 50 in the year 1965 and 633 in the year 1995 in the form of Teacher Education Departments in Universities, Colleges, Centers of Advanced Studies at NCERT's Regional Colleges of Education throughout the country.

University Education Commission which was established in 1949 under the chairmanship of Dr. S. Radhakrishnan recommended that –

- i) To start training institutes of teachers and to divert a large number of students into them.
- ii) To organize refresher courses for college teachers.
- iii) To transform the teacher training colleges into constituent colleges of universities. (Report, 1949)

According to **The Secondary Education Commission (1952 – 53)** teacher is the most important factor in the educational reconstruction and improvement. This commission recommended that –

- i) Teacher training institutions should be on two levels
 - (a) Primary Teacher Training Institutions,
 - (b) Secondary Teacher Training Institutions.
- ii) The teacher trainees should receive training in co-curricular activities.
- iii) Special part-time training for women teachers should be conducted. (Mudaliar, 1953)

The Kothari Commission (1964 – 66) was set up by Government of India under the chairmanship of Dr. D. S. Kothari for qualitative improvement of education. For improvement in teacher's training, it recommended that – the staff in teacher's training institutions should hold a master's degree either in Education or in an academic subject with B.Ed. (Kothari, 1966)

National Policy on Education (1968), Indian Parliament adopted this policy in 1967, recommended that, teacher education, particularly in-service education, should receive due emphasis. (Report, 1968)

Challenges of Education – A Policy Perspective (1988), According to the report published by Ministry of Education - Government of India in August 1985 as – Challenge of Education – A Policy Perspective – 'Teachers performance is the most crucial input in the field of Education. Whatever policies may be laid down in the ultimate analysis, these have to be interpreted and implemented by teachers as much through their personal example as through teaching-learning processes.'

National Policy on Education (1986), recommended that;

- i) New knowledge, skills and favourable attitudes should be developed among teachers to meet the present needs. Orientation of teachers should be a continuous process of teacher education.

- ii) Similar to State Council of Educational Research and Training (SCERT) at state level and the district level bodies may be established and it may be called as the District Institute of Education and Training (DIET). (Report, 1986)

Program of Action (1992), is a revised version of National Policy on Education (1986) in which policy formulations are reiterated. Program of Action also recommended about development of new knowledge, skills and favourable attitudes among teachers to meet the present needs, orientation of teachers should be a continuous process and also recommended about establishment of SCERTs. and DIETS. (Report, 1992)

National Curriculum Framework (2005), Guidelines given by NCERT in the form of Curriculum Framework makes us more clear about the need of development of proper attitude in teacher trainees through teacher education as – Teacher Education must come more sensitive to the emerging demands from the school system. For this it must prepare the teacher for the roles of being an:

- encouraging, supportive and humane facilitator in teaching-learning situations to enable learners (students) to discover their talents, realize their physical and intellectual potentialities to the fullest and to develop character and desirable social and human values to function as responsible citizens; and
- an active member of a group of persons who makes a conscious effort for curricular renewal so that it is relevant to changing societal needs and the personal needs of learners.

To be able to realize this vision, teacher education must comprise the following features to enable student-teachers:

- To understand the way learning occurs and to create plausible situations conducive to learning.
- To view knowledge as personal experiences constructed in the shared context of teaching-learning, rather than embedded in the external reality of textbooks.
- To be sensitive to the social, professional and administrative contexts in which they need to operate.
- To develop appropriate competencies to be able to not only seek the above-mentioned understanding in actual situations, but also be able to create them.
- To attain a sound knowledge base and proficiency in language.
- To identify their own personal expectations, perceptions of self, capacities and inclinations.
- To consciously attempt to formulate one's own professional orientation as a teacher in situation-specific contexts.
- To view appraisal as a continuous educative process.
- To develop an artistic and aesthetic sense in children through art education.
- To address the learning needs of all children, including those who are marginalized and disabled.
- To develop the needed counseling skills and competencies to be a 'facilitator' for and 'helper' of children who are in need of specific kind of help in finding solutions for day-to-day problems related to educational, personal and social situations.

- To learn how to make productive work through a pedagogic medium for acquiring knowledge in various subjects, developing values and learning multiple skills. (Report, 2005)

Since the year 1993, in case of general teacher education programs all the teacher educational institutions run by above mentioned agencies need formal approval of National Council for Teacher Education (NCTE) for their regular functioning. Since the year 1992, in case of Special Education teacher education courses, the approval is given by Rehabilitation Council of India (RCI) as per the norms framed by it time to time. Thus NCTE drafted its regulations for teacher education known as NCTE Regulations 2003 thereafter NCTE Regulations 2009. In order to overcome the drawbacks in the NCTE Regulations 2009 and to test pupil teachers understanding, application, skill, analytical and synthesis abilities, it was necessary to understand the prevalent reforms in the system so as to be able to suggest improvement measures, the NCTE developed NCTE Regulations 2014 for qualitative and quantitative improvement in teacher education. Few of the reforms adopted in Indian universities are, the internal assessments with semester system, internship and practice teaching in teacher education program including integrated courses. NCTE Regulations 2014 stands for improvement of teacher education in all dimensions to address the educational needs of the nation. NCTE Regulations 2014 requires change in several dimensions of teacher education such as the curriculum and changes in teaching and learning process of teacher educators and the students. The basic need of NCTE Regulations 2014 is to create infrastructure for teacher education and above all to improve quality of teacher education. The study aimed to examine Teacher Educators' attitude towards integrated courses recognized by NCTE Regulations 2014.

ATTITUDE

Attitude is a complex state of mind involving beliefs, feelings, values and dispositions to act in certain ways. It is a hypothetical construct that represents an individual's degree of like or dislike for something. Attitudes are generally positive or negative views of a person, place, thing, or an event. An attitude has generally two aspects positive or negative for a person, place, thing, or event. A positive attitude is professionally rewarding because it makes the work not only easier but also more effective but a negative attitude makes the task harder, less effective and unpleasant. So the teacher educator must have positive attitude towards integrated courses recognized the NCTE Regulations 2014 and the policy makers for the true implementation and success of the system. According to North (1932) an attitude is, "the totality of those states that lead to or point toward some particular activity of the organism. The attitude is, therefore, the dynamic element in human behaviour, the motive for activity." There are many ways to define an attitude, and several definitions are currently accepted. Basically, an attitude is a stable and enduring disposition to evaluate an object or entity (a person, place or thing), in a particular way. Typically attitudes have been considered along with two other elements – beliefs and behaviors. Beliefs represent what we have learned or come to know through experience. As such, they are either true or represent what we think is true. Behaviors represent the actions we take with regard to a particular object or entity. We can say that attitude is a complex cognitive process.

Teacher Educators' characteristics such as personal teaching efficacy, modeling and enthusiasm, caring and high expectation promote learners' motivation. A teacher must have positive attitude towards integrated courses as it is fundamental to effective teaching. Teacher educators' feelings, behaviour and views towards integrated courses recognized the NCTE Regulations 2014 should be positive.

THE NATIONAL COUNCIL FOR TEACHER EDUCATION (NCTE)

National Council for Teacher Education (NCTE) is a statutory body of Indian Government set up under the National Council for Teacher Education Act, 1993 in 1995 which formally oversaw standards, procedures and processes in the Indian education system. This council functions for the central as well as state Governments on all matters with regards to the Teacher Education with its Secretariat 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.

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. 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).

NCTE REGULATIONS 2014

NCTE completed and 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 teachers, educators, stakeholders undertaken by NCTE which gives a wide basket with 15 programmes is on offer, recognizing for the first time three new programmes as, 4-year B.A/B.Sc. B.Ed. integrated course, 3-year B.Ed. (Part-time), and 3-year B.Ed.-M.Ed. programme.

Programmes Recognized by NCTE

NCTE notified revised Regulations and Norms and Standards on November 28, 2014 for the following Teacher Education Programmes:

- i) Diploma in early childhood education programme leading to Diploma in Pre-school Education (DPSE).
- ii) Elementary teacher education programme leading to Diploma in Elementary Education (D.El.Ed.).
- iii) Bachelor of elementary teacher education programme leading to Bachelor of Elementary Education (B.El.Ed.) degree.
- iv) Bachelor of education programme leading to Bachelor of Education (B.Ed.) degree.
- v) Master of education programme leading to Master of Education (M.Ed.) degree.

- vi) Diploma in physical education programme leading to Diploma in Physical Education (D.P.Ed.).
- vii) Bachelor of physical education programme leading to Bachelor of Physical Education (B.P.Ed.) degree.
- viii) Master of physical education programme leading to Master of Physical Education (M.P.Ed.) degree.
- ix) Diploma in elementary education programme through Open and Distance Learning System leading to Diploma in Elementary Education (D.El.Ed.).
- x) Bachelor of education programme through Open and Distance Learning System leading to Bachelor of Education (B.Ed.) degree.
- xi) Diploma in arts education (Visual Arts) programme leading to Diploma in Arts Education (Visual Arts).
- xii) Diploma in arts education (Performing Arts) programme leading to Diploma in Arts Education (Performing Arts).
- xiii) 4-year integrated programme leading to B.A.B.Ed./B.Sc.B.Ed. degree.
- xiv) Bachelor of education programme 3-year (Part Time) leading to Bachelor of Education (B.Ed.) degree.
- xv) 3-year integrated programme leading to B.Ed., M.Ed. (Integrated) degree.

NEED AND IMPORTANCE OF THE STUDY

Education plays a pivotal role for development of any nation. Knowledge, dedication, quality, professional commitment and motivation of teachers are the factors responsible for quality education and learner achievement. Producing such teachers is a major challenge for governments across the globe today. With the ever increasing amount of knowledge today, teacher's job has been more challenging in the light of new pedagogical and psychological theories, philosophy, sociology and globalization. Well planned and imaginative Teacher education programmes are required today. Teacher education programme has to be critiqued, studied, reformed, rethought and reoriented today. **Sushma R. (2016)**, studied on Attitude of Teacher Educators' Towards Two Years B.Ed. Programme and found that some of the teacher educators accepts the two years B.Ed. programme as it enhances teaching ability but most of the Teacher Educators denied two years B.Ed. programme, they felt that whatever students able to learn in one year that extends to another year it bores the students. It may lead to decreasing of enrollment ratio for B.Ed. course. They suggested that as B.Ed. is also bachelor's degree let it be for one year and M.Ed. for two years.

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. NCTE Regulations-2014 has recognised several programmes in teacher education but the study is concerned to 4-year integrated programme leading to B.A.B.Ed./B.Sc.B.Ed. degree, Bachelor of education

programme 3-year (Part Time) leading to Bachelor of Education (B.Ed.) degree and 3-year integrated programme leading to B.Ed., M.Ed. (Integrated) degree.

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. The NCTE Regulations 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.

Improvement in teacher education is a challenge for every nation to provide well prepared and effective teachers. Teacher education curriculum and regulations have witnessed a paradigm shift in recent years. However some of the problems have also been there like updated curriculum, duration, quality of internship, in-service teacher education, lack of practical aspects and teacher education through distance mode are debatable issues. This study deals with attitude of teacher educators towards integrated courses recognized by NCTE Regulation 2014 on its policies, problems and proposed suggestions for teacher education. Hence, there is great need to know teacher educators' attitude towards integrated courses recognized by the NCTE Regulations 2014.

STATEMENT OF THE PROBLEM

The study is entitled as "*A STUDY OF ATTITUDE OF TEACHER EDUCATORS TOWARDS INTEGRATED COURSES RECOGNISED BY NCTE REGULATIONS 2014*".

OBJECTIVES OF THE STUDY

1. To study Teacher Educators' attitude towards integrated courses recognized by the NCTE Regulations 2014.
2. To study male Teacher Educators' attitude towards integrated courses recognized by the NCTE Regulations 2014.
3. To study female Teacher Educators' attitude towards integrated courses recognized by the NCTE Regulations 2014.
4. To compare between male and female Teacher Educators' Attitude towards integrated courses recognized by the NCTE Regulations 2014.

HYPOTHESIS OF THE STUDY

1. Male and female Teacher Educators do not differ significantly in their attitude towards integrated courses recognized by the NCTE Regulations 2014.

METHODOLOGY

The present research work was a descriptive survey which aimed at analyzing Teacher Educators' Attitude towards integrated courses recognized by the NCTE Regulations 2014.

Population and Sample of the Study: Population for the present study comprised of Teacher Educators working in teacher education colleges located at Faridabad district of Haryana state. The sample consisted of 120 Teacher Educators randomly selected from 15 teacher education colleges of Faridabad district. There were equal numbers of male and female Teacher Educators.

TOOL USED IN THE STUDY

Teacher's attitude scale towards integrated courses recognized by the NCTE Regulations 2014 developed and standardized by the researcher himself was used for the collection of data.

PROCEDURE OF DATA COLLECTION

The purpose of the study was to determine Teacher Educators' attitudes toward integrated courses recognized by the NCTE Regulations 2014. The participants for this study were drawn from teacher education colleges located in Faridabad district of Haryana. A sampling frame was constructed by obtaining a list of colleges and the number of Teacher educators' in Faridabad. This number was obtained using the website of Haryana Higher Education and various universities located in Haryana. This number includes all the Teacher Educators of general teacher education and special teacher education colleges. A table of random numbers was used to select colleges from an alphabetical list providing an equal chance to any college in the region to be selected. Twenty colleges were selected from the lists. The principal of each selected colleges was requested to allow the investigator to

distribute the inventory to the Teacher Educators of that colleges. The Teacher Educators were requested to fill all entries of the inventory and complete it in all respect.

STATISTICAL TECHNIQUES EMPLOYED

The data were analyzed and interpreted using frequencies and percentages of obtained scores used for determining information about teachers' attitude towards integrated courses recognized by the NCTE Regulations 2014. Mean, Standard Deviation, t-score and Z-Scores were used for analysis and interpretation of data.

DELIMITATIONS OF THE STUDY

1. The study was delimited to Teacher Educators' only.
2. The study was delimited to the teacher education colleges located at Faridabad district of Haryana.

ANALYSIS AND INTERPRETATION

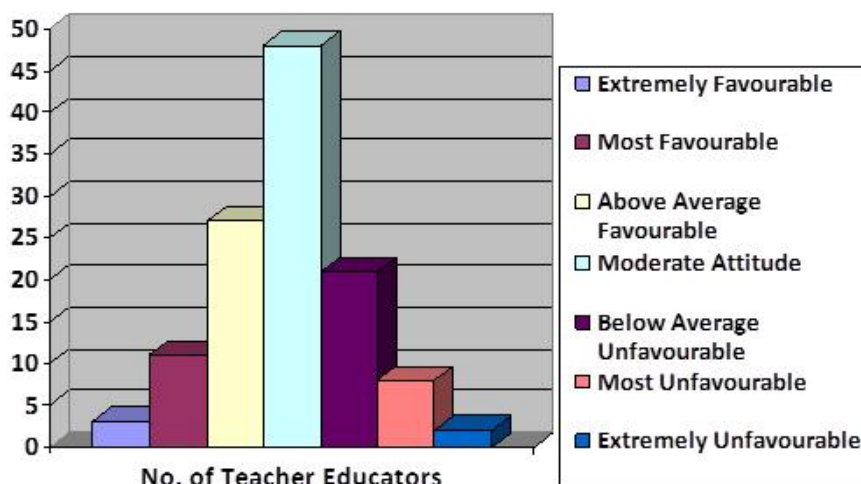
Z – Scores Ranges of Attitude of Teacher Educators towards integrated courses recognized by the NCTE Regulations 2014: The table -1, given below shows the number of Teacher Educators of Faridabad district of Haryana under various level of attitude towards integrated courses recognized by the NCTE Regulations 2014.

S. N.	z-scores Ranges	Level of Attitude	No. of Teacher Educators
1	+2.01 & above	Extremely Favourable	3
2	+1.26 to +2.00	Most Favourable	11
3	+0.51 to +1.25	Above Average Favourable	27
4	+0.50 to -0.50	Moderate Attitude	48
5	-0.51 to -1.25	Below Average Unfavourable	21
6	-1.26 to -2.00	Most Unfavourable	8
7	-2.01 & below	Extremely Unfavourable	2
Total			120

On analyzing the data of Attitude of 120 Teacher Educators towards integrated courses recognized by the NCTE Regulations 2014, it was concluded that 3 Teacher Educators were found at extremely favourable level of attitude towards integrated courses recognized by the NCTE Regulations 2014 while 11 Teacher Educators were found under most favourable level, 27 Teacher Educators were at above average favourable level, 48 Teacher Educators at moderate level, 21 Teacher

Educators at below average unfavourable level, 8 Teacher Educators at most unfavourable and only 2 Teacher Educators were found at Extremely unfavourable level of attitude towards integrated courses recognized by the NCTE Regulations 2014.

The graph -1 shows the number of teacher educators under various levels of attitude towards integrated courses recognized by the NCTE Regulations 2014.



Graph 1: Number of Teacher Educators under Various Levels of Attitude towards integrated courses recognized by the NCTE Regulations 2014

Majority of Teacher Educators were under moderate level of attitude towards integrated courses recognized by the NCTE Regulations 2014. Only a few of them were found extremely unfavourable level of attitude, such Teacher Educators should be motivated to change their attitude towards integrated courses recognized by the NCTE Regulations 2014.

Comparison between Male and Female Teacher Educators' Attitude towards Integrated Courses Recognized by the NCTE Regulations 2014: The table-2 shows number of teacher educators, the mean and standard deviation of the scores of attitude towards integrated courses recognized by the NCTE Regulations 2014.

S.N.	Group	N	Mean	S.D.	t-ratio	Level of Significance
1.	Male	60	120.10	22.06	1.55	Insignificant
2.	Female	60	126.67	20.36		

The mean score of 60 male Teacher Educators' Attitude towards integrated courses recognized by the NCTE Regulations 2014 was calculated to be 120.10 with standard deviation 22.06 while the mean score of 60 female Teacher Educators' Attitude towards integrated courses recognized by the NCTE Regulations 2014 was calculated to be 126.67 with standard deviation 20.36. The calculated t-value between mean scores of male and female Teacher Educators' Attitude towards integrated courses recognized by the NCTE Regulations 2014 was calculated to be 1.55 which is not significant at 0.05 & 0.01 levels of significance. The findings shows that mean score of attitude of female teacher educators were found to be more positive than that of male teacher educators. So, it can be interpreted that the female teacher educators were found to be more positive in their attitude towards integrated courses recognized by the NCTE Regulations 2014 as compared to their male counterpart.

MAJOR FINDINGS

- Majority of the Teacher educators indicated moderate level of attitude towards integrated courses recognized by the NCTE Regulations 2014.
- The teacher educators of Faridabad district of Haryana generally hold positive attitudes towards integrated courses recognized by the NCTE Regulations 2014.
- The male and female Teacher Educators do not differ significantly in their attitude towards integrated courses recognized by the NCTE Regulations 2014 as female teacher educators were found to be more positive in comparison to their male counterpart.

CONCLUSION

To conclude it can be said that NCTE Regulations 2014 is a mandate today and integrated courses recognized by the NCTE Regulations 2014 is the need of the hour. It becomes a crucial issue in the field of teacher education, which attracts all concerned. 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 must be educated to work in this direction.

EDUCATIONAL IMPLICATIONS

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

- There is also need to develop awareness about NCTE Regulations 2014 among teacher educators who revealed less positive attitude towards integrated courses recognized by the NCTE Regulations 2014.
- The administrators simply can form the policies, but it is the government who executes and implements the integrated courses in actual sense. Government should allocate more funds to implement the policies.
- 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.

- Teachers 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.
- Students and parents should also be given proper awareness for implementation of NCTE Regulations 2014.

Attitude of the teachers plays an important role in implementation of any educational activity so positive attitude toward

SUGGESTIONS FOR FURTHER STUDIES

- The study may be undertaken on a large sample group and conducted state and national level. For better generalization, study may be undertaken from other areas or states on a large sample.
- A comparative study of attitude of teacher educators, pupil teachers, students and teachers of various secondary and senior secondary schools towards integrated courses recognized by the NCTE Regulations 2014 may be conducted.

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