

## A STUDY OF TEACHER EDUCATORS' ATTITUDE TOWARDS NCTE REGULATIONS 2014

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### Abstract

*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 teacher educators, pupil teachers and students. The study aimed to assess the Teacher Educators' Attitude towards 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. NCTE Regulations 2014 requires change in the curriculum and changes in teaching and learning which can be helpful for all the students in an active and effective class system. The basic need of NCTE Regulations 2014 is to create infrastructure for teacher education and inculcate the feeling of expert teacher and a significant member of society. A pilot study was carried out selecting a sample of 200 (100 male and 100 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 NCTE Regulations 2014. The male and female Teacher Educators differ significantly in their attitude towards NCTE Regulations 2014. Male teacher educators were found to be more positive in comparison to female teacher educators.*

**Keys Words:** NCTE Regulations 2014; Attitude; Teacher Educators.

### INTRODUCTION

Indian Education System experienced a number of innovations before and after independence. Our educational 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. Today we are in a Global village, where world-class educated people take maximum material advantage. If we want to sustain the process of development in all its aspects and dimensions, we have to swim with the global current. For that we have to follow the footprints of highly developed educational system of the world. That doesn't mean we have to overthrow the existing educational system as a whole, instead we should incorporate the necessary changes in the existing system. Our Government has attempted to evaluate the standard of education of our country so that it will be helpful in fulfilling the national objectives. For this several committees have been formed. They had given several recommendations after observing the whole education system.

Attitude is a complex mental state involving beliefs and feelings and values and dispositions to act in certain ways. An attitude 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.

In order 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, 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. 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 NCTE Regulations 2014.

## ATTITUDE

Attitude is a complex mental state which involves beliefs, feelings, values and dispositions to act in certain ways. 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 the NCTE Regulations 2014 and the policy makers for the true implementation and success of the system. Attitude as a concept is concerned with an individual way of thinking, acting and behaving.

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.

There are some components of attitudes which are evaluative statements, favorable or unfavorable related to person, objects or events. They reflect that how one feels about something. There are three components of attitude:

- i) **Cognitive Component:** It reflects to that part of attitude which is related in general to know, 'how of a person, thing, object, event, policy etc.'
- ii) **Affective Component:** This part of attitude is related to the statement which, 'affect another person' or how a person affects with that particular person, thing, object, event, policy etc.
- iii) **Behavioral Component:** It refers to that part of attitude which 'reflects the intention of a person,' in short run or in long run.

Teacher Educators' characteristics such as personal teaching efficacy, modeling and enthusiasm, caring and high expectation promote learners' motivation. Positive teacher's attitudes are fundamental to effective teaching. A teacher must be interested in teaching. Attitude towards NCTE Regulations 2014 means teacher educators feelings, behaviour and

views towards the NCTE Regulations 2014.

### **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.

Before 1995, the NCTE had existed since 1973 as a government advisory body (and not as a separate institution) to look after development and progress of "teacher education". The NCTE was then only a department of the National Council of Educational Research and Training. As per the NCTE's own admission, it failed in its objective of overlooking and, to an extent, regularizing norms and processes in teachers' education in India because of lack of formal jurisdiction. To that effect, the National Policy on Education, 1986 allowed the setting up of a government authorized institution with formal powers. 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.

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 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.
- b. The duration of three programmes viz. B.Ed., B.P.Ed., and 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 colleges-based activities and internship.
- e. ICT, Yoga Education, Gender and Disability/NCTE Regulations 2014 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 Teacher Education qualifications – D.El.Ed (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).

### **Programmes Recognized by NCTE**

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

- Diploma in early childhood education programme leading to Diploma in Pre-school Education (DPSE).
- Elementary teacher education programme leading to Diploma in Elementary Education (D.El.Ed.).
- Bachelor of elementary teacher education programme leading to Bachelor of Elementary Education (B.El.Ed.) degree.
- Bachelor of education programme leading to Bachelor of Education (B.Ed.) degree.
- Master of education programme leading to Master of Education (M.Ed.) degree.
- Diploma in physical education programme leading to Diploma in Physical Education (D.P.Ed.).
- Bachelor of physical education programme leading to Bachelor of Physical Education (B.P.Ed.) degree.
- Master of physical education programme leading to Master of Physical Education (M.P.Ed.) degree.
- Diploma in elementary education programme through Open and Distance Learning System leading to Diploma in Elementary Education (D.El.Ed.).
- Bachelor of education programme through Open and Distance Learning System leading to Bachelor of Education (B.Ed.) degree.
- Diploma in arts education (Visual Arts) programme leading to Diploma in Arts Education (Visual Arts).
- Diploma in arts education (Performing Arts) programme leading to Diploma in Arts Education (Performing Arts).

- 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.
- 3-year integrated programme leading to B.Ed., M.Ed. (Integrated) degree.

## NEED AND IMPORTANCE OF THE STUDY

Education is the key for development of any nation and it depends on the quality of teachers. 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. Survey method was used for collecting data on random sample of size of 30 teacher Educators of Belagavi B.Ed. Institutions. The findings of the study shows 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 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. According to NCTE norms, it is mandatory for teacher education colleges to have a permanent principal, a librarian, and at least seven full-time teachers for different subjects. NCTE grants unaided colleges a year's time to meet the necessary requirements after inception.

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.

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 NCTE Regulation 2014 on its policies, problems and proposed suggestions for teacher education. Hence, there is great need to know teacher educators' attitude towards NCTE Regulations 2014.

## STATEMENT OF THE PROBLEM

The study is entitled as "*A Study of Teacher Educators' Attitude towards NCTE Regulations 2014*".

## OBJECTIVES OF THE STUDY

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

## HYPOTHESIS OF THE STUDY

1. Male and female Teacher Educators do not differ significantly in their attitude towards NCTE Regulations 2014.

## METHODOLOGY

The present research work was a descriptive survey which aimed at analyzing Teacher Educators' Attitude towards 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 200 Teacher Educators randomly selected from 20 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 NCTE Regulations 2014 developed and standardized by the researcher herself was used for the collection of data.

## PROCEDURE OF DATA COLLECTION

The purpose of the study was to determine Teacher Educators' attitudes toward 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. 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 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.

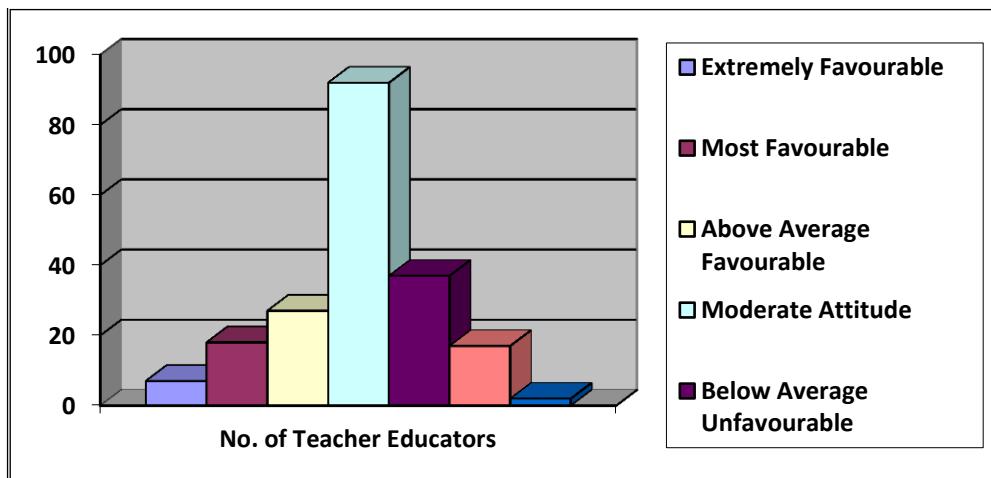
### ANALYSIS AND INTERPRETATION

**Z - Scores Ranges of Attitude of Teacher Educators towards 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 NCTE Regulations 2014.

Table 1: Number of Teacher Educators Under Various Levels of Attitude Towards NCTE Regulations 2014				
S. N.	Range of Raw Scores	Range of z-scores	Level of Attitude	No. of Teacher Educators
1	270 & above	+2.01 & above	Extremely Favourable	7
2	242-265	+1.26 to +2.00	Most Favourable	18
3	217-241	+0.51 to +1.25	Above Average Favourable	27
4	182-216	+0.50 to -0.50	Moderate Attitude	92
5	155-181	-0.51 to -1.25	Below Average Unfavourable	37
6	130-154	-1.26 to -2.00	Most Unfavourable	17
7	129 & below	-2.01 & below	Extremely Unfavourable	2
	<b>Total</b>			200

On analyzing the data of Attitude of 200 Teacher Educators towards NCTE Regulations 2014, it was concluded that 7 Teacher Educators were found at extremely favourable level of attitude towards NCTE Regulations 2014 while 18 Teacher Educators were found under most favourable level, 27 Teacher Educators were at above average favourable level, 92 Teacher Educators at moderate level, 37 Teacher Educators at below average unfavourable level, 17 Teacher Educators at most unfavourable and only 2 Teacher Educators were found at Extremely unfavourable level of attitude towards NCTE Regulations 2014.

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



**Graph 1: Number of Teacher Educators under Various Levels of Attitude towards NCTE Regulations 2014**

Majority of Teacher Educators were under moderate level of attitude towards 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 NCTE Regulations 2014.

**Comparison between Male and Female Teacher Educators' Attitude towards NCTE Regulations 2014:** The table-2 shows number of teacher educators, the mean and standard deviation of the scores of attitude towards NCTE Regulations 2014.

Table 1: Comparison between Male and Female Teacher Educators' Attitude towards NCTE Regulations 2014						
S.N.	Group	N	Mean	S.D.	t-ratio	Level of Significance
1.	Male	100	200.18	33.44	4.91	Insignificant
2.	Female	100	196.10	35.99		

The mean score of 100 male Teacher Educators' Attitude towards NCTE Regulations 2014 was calculated to be 200.18 with standard deviation 33.44 while the mean score of 100 female Teacher Educators' Attitude towards NCTE Regulations 2014 was calculated to be 196.10 with standard deviation 35.99. The calculated t-value between mean scores of male and female Teacher Educators' Attitude towards NCTE Regulations 2014 was calculated to be 4.91 which is significant at 0.05 & 0.01 levels of significance. The findings shows that mean score of attitude of male teacher educators were found to be more positive than that of female teacher educators. So, it can be interpreted that the male teacher educators were more positive in their attitude towards NCTE Regulations 2014 as compared to their female counterpart.

## MAJOR FINDINGS

- Majority of the Teacher educators indicated moderate level of attitude towards NCTE Regulations 2014.
- The teacher educators of Faridabad district of Haryana generally hold positive attitudes towards NCTE Regulations 2014.
- The male and female Teacher Educators differ significantly in their attitude towards NCTE Regulations 2014 as male teacher educators were found to be more positive in comparison to their female counterpart.

## CONCLUSION

To conclude it can be said that NCTE Regulations 2014 is a mandate today. In-fact, 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 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 NCTE Regulations 2014.
- The administrators simply can form the policies, but it is the government who executes and implements those 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.
- 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 towards implementation of NCTE Regulation 2014 must be enhanced.

## 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 NCTE Regulations 2014 may be conducted.

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