



A comparative study of attitude of teacher educators and stake holders towards NCTE regulations 2014

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Abstract

Attitude of teacher educators and the stake holders largely depends upon their personal characteristics. The teaching profession requires certain dominant behaviors which show teacher's intellect, desire to excel, extended professionalism and teaching as a life concern. Attitude of teacher educators and the stake holders is their opinion or feeling about NCTE Regulations 2014, especially as shown by their behavior. This attitude is the sum total of teacher educators and stake holders' inclination and feelings, prejudice or biases, preconceived notion, ideas, fears, threats and conviction about NCTE Regulations 2014. Attitude can be broadly defined as a relatively permanent system of the organization of the behaviour shown by an individual towards an object, person, event, action or stimulus and this stable mental organization ordinarily has cognitive, affective and action or behaviour components which interact with each other and influence an individual's behaviour in different ways. A pilot study was carried out selecting a sample of 200 (100 male and 100 female) teacher educators and 20 stake holders of teacher education colleges located in Faridabad district of Haryana. The researcher developed and standardized the attitude scale for both teacher educators and the stake holders separately for the collection of data. The finding revealed that Majority of the Teacher educators and stake holders indicated moderate level of attitude towards NCTE Regulations 2014. The Teacher Educators and the stake holders differ significantly in their attitude towards NCTE Regulations 2014.

Keywords: attitude, teacher educators, stake holders, NCTE regulations 2014

Introduction

Education is a planned endeavor aims at making students capable of becoming active, responsible, productive, and caring member of the society. Teacher education makes the pupil teachers familiar with the various teaching methodologies, teaching strategies and teaching techniques by imparting the relevant skills, knowledge and ideas. "Ideally education is supposed to encourage students to analyze and evaluate their experiences, to doubt, to question, to investigate, in other words, to be inquisitive and to think independently." (Position Paper on Aims of Education, NCF 2005 NCERT).

National Council for Teacher Education is the highest statutory body regulating teacher education in India. Courses in teacher education are meant to increase the subject knowledge, human development, pedagogical capabilities and communication skills in incumbent students. D.Ed., B.Ed. and M.Ed. courses are being offered by large number of institutes in India, with some of them even being correspondence courses. In order to improve the standard of teacher education the Government of India setup NCTE in 1973 and its first meeting was held on 21st December 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. The formulation of norms and standards for teacher education institutions preparing teachers and teacher educators for different levels of school education is essential for a variety of reasons. So for these

purposes, NCTE expanded one year B.Ed. course to two-year course. To overcome the drawbacks in the NCTE Regulations 2009 and to enhance pupil teachers understanding, application, skill, analytical and synthesis abilities, NCTE regulations 2014 was formulated.

Different teacher educators and stake holders have different opinions with regards to NCTE regulations 2014. Some teacher educators and stake holders consider it is good to study it in detail, but few teacher educators and stake holders that it is only time consuming.

Attitude

Attitude is a word derived from the Latin word "Aptus" which implies at one hand the significance of fitness or connotes a subject or mental state of preparation for action. An attitude is a hypothetical construct which represents a degree of like or dislike of an individual towards for something. Attitudes are generally positive or negative views of a person, place, thing, or event. People can also be conflicted or ambivalent toward an object, meaning that they simultaneously possess both positive and negative attitudes toward the item in question. In the present study, 'attitude' is predisposition or a mental state of readiness to respond in a predetermined manner usually positively or negatively in reference to NCTE Regulation 2014.

An attitude is a predisposition to react favorably or unfavorably towards ideas, objects, persons, events or situations we many think of an attitude as a kind of mental set which leads one to respond to ideas, presents, and objects in

terms of previously acquired feeling and thoughts. An attitude prepares an individual to be motive in particular ways but does not energize him. The concept of attitude is used in the description and explanations of human behaviour. There is internal organization among the components of the attitude with other attitudes to create organized patterns instead of standing in isolation from one another.

Definitions of Attitude

Attitude can be defined as a mental or neural state of readiness organized through experience influencing dynamically or directly the individuals' response to the objects and situations with which it is related. It is a learned or more or less organized tendency to respond in a persistent manner usually negatively or positively with reference to some situation, idea, object or class of such objects.

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.

According to Bain (1927), an attitude is the relatively stable over behavior of a person which affects his status. Therefore an attitude is the status-fixing behavior of an individual. This definition of attitude differentiates it from habit and vegetative processes.

North (1932) has defined attitude as "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 behavior, the motive for activity."

According to Allport (1935), "an attitude is a mental or natural state of readiness, organized through experience, existing a directive or dynamic influence upon the individuals response to all objects and situations with which it is related".

Kretch, Crutchfield and Ballachey (1962) hold that attitudes have an adoptive significance in that they represent a fundamental psychological link between a person's ability to perceive feel and learn while giving order and meaning to his continuing experience in a complex social environment.

According to Rosnow and Robinson (1967), the term attitude denotes the organization in an individual of his feelings, beliefs and predispositions to behave as he does.

Fishbein and Ajzen (1975) have given emphasis on the evaluative aspect of attitude while trying to define attitude.

Eagly, & Chaiken, (1993) defined attitude as a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (Eagly, & Chaiken, 1993, p. 1)

According to Zimbardo *et al.*, (1999) an attitude can be defined as a positive or negative evaluation of people, objects, events, activities, ideas, or just about anything in an individuals' environment.

According to Hogg, & Vaughan (2005) an attitude is a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols" (Hogg, & Vaughan 2005, p. 150). Thus, attitude is a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object. This definition, thus, emphasizes the view that attitudes are fundamentally evaluations of a particular person, group, their actions and objects, situations etc.

According to Hound Berg an attitude denotes the general set of the organism as a whole towards an object or situation which calls for adjustment.

Warren opines an attitude as readiness to an act. He defines, "Attitude..... a condition of readiness for a certain type of activity".

Bogarpus has defined attitude on Evaluation Nature as: "An attitude is tendency to act towards or against something in the environment, which becomes thereby a positive or negative value".

Typically attitude of an individual is associated with his beliefs and behaviors. Beliefs represent what an individual has learned or come to know through experience. As such, people are either true or represent what they think is true. Behaviours represent the actions an individual takes with regard to a particular object or entity. Thus, it can be concluded that attitude is a complex cognitive process.

The National Council for Teacher Education (NCTE)

National Council for Teacher Education (NCTE) is a statutory body of Indian Government set up in 1995 under the National Council for Teacher Education Act, 1993 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).

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. 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).

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.

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).

Need and Importance of the Study

Attitude is a complex mental state 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 event. A positive attitude makes the work not only easier but more effective also which is professionally rewarding. A negative attitude makes the task harder, less effective and unpleasant. Attitude of teacher educators and stake holders is concerned with their way of thinking, acting and behaving towards NCTE Regulations 2014 which stands for improvement of teacher education in all dimensions to address the educational needs of the nation. The study aimed to examine the attitude of teacher educators and stake holders towards NCTE Regulations 2014. The basic need of NCTE Regulations 2014 is to create infrastructure for teacher education and improve quality of teacher education.

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 2009 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.

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 and stake holders towards NCTE Regulation 2014 on its policies, problems and proposed suggestions for teacher education. Hence, there is great need to know attitude of teacher educators and stake holders towards NCTE Regulations 2014. Therefore, the investigator conducted a study to know the attitude of teacher educators and stake holders towards NCTE regulations 2014.

Statement of the Problem

The study is entitled as “A Comparative Study of Attitude of Teacher Educators and Stake Holders towards NCTE Regulations 2014.

Objectives of the Study

1. To study Teacher Educators' attitude towards NCTE Regulations 2014.
2. To study stake holders' attitude towards NCTE Regulations 2014.
3. To compare between the attitude of Teacher Educators and stake holders towards NCTE Regulations 2014.

Hypothesis of the Study

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

Methodology

The present research work was a descriptive in nature in which attitude of Teacher Educators and stake holders towards NCTE Regulations 2014 were compared.

Population and Sample of the Study

Population for the present study comprised of Teacher Educators and Stake Holders of 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. There were 20 Stake Holders also for the comparison of their attitude towards NCTE Regulations 2014.

Tool Used In the Study

1. Teacher Educators' attitude scale towards NCTE Regulations 2014 developed and standardized by the researcher herself.
2. Stake Holders' 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' and Stake Holders' 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 and Stake Holders' of general 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. The Stake holders of each selected colleges 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 teacher educators and stake holders 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 and stake holders only.
- 2 The study was delimited to the teacher education colleges located at Faridabad district of Haryana.
- 3 The study was delimited to 200 teacher educators and 20 stake holders.

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 working in Teacher Education colleges located in Faridabad district of Haryana under various level of attitude towards NCTE Regulations 2014.

Table 1: Number of Teacher Educators of 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	241 & above	+2.01 & above	Extremely Favourable	7
2	215-240	+1.26 to +2.00	Most Favourable	21
3	187-214	+0.51 to +1.25	Above Average Favourable	34
4	150-186	+0.50 to -0.50	Moderate Attitude	64
5	124-149	-0.51 to -1.25	Below Average Unfavourable	61
6	94-123	-1.26 to -2.00	Most Unfavourable	11
7	93 & below	-2.01 & below	Extremely Unfavourable	2
	Total			200

On analyzing the data of Level 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 21 Teacher Educators were found under most favourable level, 34 Teacher Educators were at above average favourable level, 64 Teacher Educators at moderate level, 61 Teacher Educators at below average unfavourable level, 11 Teacher Educators at most unfavourable and only 2 teacher educators were found at Extremely unfavourable level of attitude towards NCTE

Regulations 2014. Majority of Teacher Educators had moderate level of attitude towards NCTE Regulations 2014. Only a few of them are extremely unfavourable, such Teacher Educators should be motivated to change their attitude towards NCTE Regulations 2014.

Z – Scores Ranges of Attitude of Teacher Educators towards NCTE Regulations 2014: The table-2, given below shows the number of Stake Holders' of Teacher Education colleges located in Faridabad district of Haryana under various level of attitude towards NCTE Regulations 2014.

Table 2: Number of Stake Holders of Under Various Levels of Attitude towards NCTE Regulations 2014

S. N.	Range of Raw Scores	Range of z-scores	Level of Attitude	No. of Stake Holders
1	110 & above	+2.01 & above	Extremely Favourable	1
2	95-109	+1.26 to +2.00	Most Favourable	2
3	83-94	+0.51 to +1.25	Above Average Favourable	3
4	64-82	+0.50 to -0.50	Moderate Attitude	7

5	50-63	-0.51 to -1.25	Below Average Unfavourable	5
6	39-49	-1.26 to -2.00	Most Unfavourable	2
7	38 & below	-2.01 & below	Extremely Unfavourable	0
Total				20

On analyzing the data of Level of attitude of 20 Stake Holders towards NCTE Regulations 2014, it was concluded that only 1 Stake Holder was found at extremely favourable level of attitude towards NCTE Regulations 2014 while 2 Stake Holders were found under most favourable level, 3 Stake Holders were at above average favourable level, 7 Stake Holders at moderate level, 5 Stake Holders at below average unfavourable level, 2 Stake Holders at most unfavourable and not a single Stake Holder was found at Extremely

unfavourable level of attitude towards NCTE Regulations 2014. Majority of Stake Holders had moderate level of attitude towards NCTE Regulations 2014.

Comparison of Attitude between Teacher Educators and Stake Holders

The table-3 shows number of teacher educators and stake holders, the mean and standard deviation of the scores of attitude towards NCTE Regulations 2014.

Table 3: Comparison of Attitude between Teacher Educators and Stake holders towards NCTE Regulations 2014

S.N.	Group	N	Mean	S.D.	t-ratio	Remarks
1.	Teacher Educators	200	167.91	37.29	19.14	significant
2.	Stake Holders	20	73.65	18.60		

The mean score of 200 Teacher Educators' Attitude towards NCTE Regulations 2014 was calculated to be 167.91 with standard deviation 37.29 while the mean score of 20 Stake Holders' Attitude towards NCTE Regulations 2014 was calculated to be 73.65 with standard deviation 18.60. The calculated t-value between mean scores of Teacher Educators and Stake Holders' attitude towards NCTE Regulations 2014 was calculated to be 19.14 which is significant at 0.05 & 0.01 levels of significance. The finding shows that there exists a significant difference between mean score of attitude of Teacher Educators and the stake holders. So, it can be interpreted that the Teacher Educators were more positive in their attitude towards NCTE Regulations 2014 as compared to the Stake Holders their counterpart. Thus, the hypothesis, "Which reads as, the Teacher Educators and the Stake Holders of Teacher Education colleges do not differ significantly on their attitude towards NCTE Regulations 2014 is rejected.

Major Findings of the Study

- Majority of the Teacher educators indicated moderate level of attitude towards NCTE Regulations 2014.
- Majority of the Stake Holders 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 Stake Holders of Faridabad district of Haryana generally holds positive attitudes towards NCTE Regulations 2014.
- The Teacher Educators and the Stake Holders differ significantly in their attitude towards NCTE Regulations 2014

Conclusion

To conclude it can be said that the teacher educators and the stake holders differs significantly in their attitude towards NCTE Regulations 2014. 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 and stake holders' attitude toward NCTE Regulations 2014 the study has its implications for teachers, stake holders, parents, administrators and government as given below:

- There is need to develop awareness about NCTE Regulations 2014 among teacher educators and stake holders 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 teacher educators and stake holders have understood clearly about all that is given in the materials.
- Teachers should be encouraged to form favourable attitudes toward teaching 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 for better generalization of results.
- The study may be conducted on state or national level.
- The 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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