

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

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## Abstract

*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 pupil teachers. The study aimed to assess the Pupil Teachers' Attitude towards integrated courses recognized by NCTE Regulations 2014 in NCR Delhi. NCTE Regulations 2014 is a new regulation for improvement of learning environments for all pupil teachers 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 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 (100 male and 100 female) Pupil Teachers studying in teacher education colleges located in NCR Delhi. The finding revealed that majority of the pupil teachers indicated moderate level of attitude towards integrated courses recognized by NCTE Regulations 2014. The male and female pupil teachers do not differ significantly in their attitude towards NCTE Regulations 2014. Female pupil teachers were found to be more positive in comparison to male pupil teachers. There exists a significant difference of attitude towards integrated courses recognised by NCTE Regulations 2014 between the urban and the rural pupil teachers as the calculated  $t$ -value is 2.94 is greater than the tabulated  $t$ -value (1.96) at 0.05 level of significance. The mean score of attitude of pupil teachers of urban teacher education colleges towards integrated courses was found to be greater than the mean score of pupil teachers of rural Teacher Education colleges.*

**Keys Words:** *Integrated courses, NCTE Regulations 2014, Pupil Teachers.*

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## INTRODUCTION

Education, in general, is considered as acquiring the knowledge, skills and understandings in order to take part for development of an individual and the society. 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. In the last decades, several educational experts analyzed the present education system. It was revealed that several aspects of improvement are missing in our education system.

In order to improvement, planning, and organization of teacher education in India, the Government of India setup NCTE in 1973. The first meeting of NCTE was held on 21st December 1973 and has been given all authority to take steps that are appropriate for teacher educations planning and coordinating development and

improve the standard of teacher education with regard to secondary, senior secondary stage of school education. The formulation of norms and standards for teacher education institutions preparing teachers and pupil teachers for different levels of school education is essential for a variety of reasons.

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. Few of the reforms adopted in Indian universities are, the internal assessments with semester system, internship and practice teaching in teacher education program.

Different pupil teachers have different opinions with regards to integrated courses recognized by NCTE regulations 2014. Some pupil teachers consider that integrated courses recognized by NCTE regulations 2014 provides much more facilities and opportunities for pupil teachers and teacher educators, but few pupil teachers considers that it is only time consuming.

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' attitude towards Integrated Courses Recognised by NCTE Regulations 2014. Pupil Teachers' characteristics such as personal teaching efficacy, enthusiasm, caring and high expectation promote learners' motivation. Pupil Teachers' 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 Government of India, 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.

### **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, professional commitment and motivation. 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 for globalization.

Since 1973, The National Council for Teacher Education, 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, thereafter, The NCTE, 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 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. 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. NCTE Regulations 2014 has recognized Integrated Courses in teacher education. Hence, there is great need to know pupil teachers' attitude 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 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 male pupil teachers towards integrated courses recognised by NCTE Regulations 2014.
3. To study the attitude of female pupil teachers towards integrated courses recognised by NCTE Regulations 2014.
4. To study the attitude of pupil teachers of urban teacher education colleges towards Integrated Courses Recognised by NCTE Regulations 2014.
5. To study the attitude of pupil teachers of rural teacher education colleges towards Integrated Courses Recognised by NCTE Regulations 2014.
6. To compare between male and female pupil teachers' attitude towards Integrated Courses Recognised by NCTE Regulations 2014.
7. To compare between urban and rural pupil teachers' attitude towards Integrated Courses Recognised by NCTE Regulations 2014.

### **HYPOTHESIS OF THE STUDY**

1. There is no significant difference between attitude of male and female pupil teachers towards integrated courses recognised by NCTE Regulations 2014.
2. There is no significant difference between attitude of urban and rural pupil teachers towards integrated courses recognised by NCTE Regulations 2014.

### **DESIGN OF THE STUDY**

Research design is basically a mapping strategy. It provides a blue print of the procedure with the help of which researcher carries out the research work. Research design sets up the framework for the whole study. It tells us what observations to make and how to analyze. Selection of a particular design is based upon the purpose of research, the type of variables to be manipulated and the limiting factor under which it is conducted.

The study was designed of a descriptive survey in order to know the attitude of pupil teachers towards Integrated Courses Recognised by NCTE Regulations 2014. The pupil teachers of teacher education colleges

located at urban and rural areas of NCR i.e. Delhi, Faridabad, Gurgaon, Sonapat and Greater Noida were taken for study.

**Population:** The pupil teachers of teacher education colleges located at urban and rural area of NCR Delhi comprised of the population.

**Sample of the Study:** Sampling is the process by which a relatively small number of individuals or measures of individual, objects or event is selected and analyzed in order to find out something about the entire population from which it was selected. A sample of 200 pupil teachers were taken from 20 teacher education colleges located at NCR - Delhi. There were equal number of male and female pupil teachers and there were equal numbers subjects selected from urban and rural colleges. Purposive and convenient sampling techniques were applied for the selection of the colleges and random sampling technique was used for selection of pupil teachers.

### TOOL USED IN THE STUDY

'Pupil Teachers' attitude scale towards Integrated Courses Recognised by NCTE Regulations 2014 developed and standardized by the investigator was used for the collection of data for the present study.

### PROCEDURE OF DATA COLLECTION

Data collection is an integral part of the research. Selection of proper tool is very important. Only judiciously chosen tool or fairly prepared and standardized tool can help in analyzing and interpreting data correctly. This helps in further generalizing the result. The principals of selected colleges were approached to seek permission for administration of the tool and collection of the data. They were kind enough to give their consent for data collection. The time of schedule was prepared for pupil teachers and was informed accordingly. Before administering the tool, investigator explained the purpose of administration of the tool and motivated them to give their responses or opinions honestly.

The respondents were also assured that the information provided by them would be kept secret. Before administration of the tool, the instructions given in the tool were read out. They were asked to clear their doubts before filling up of inventory. Sufficient time was given to them to complete the work. After the administration of the test, scoring of all tests was done with the help of manual, scoring key and relevant material.

### STATISTICAL TECHNIQUES USED

In the present study the investigator used the most appropriate statistical techniques available in the treatment of data. The data were analyzed and interpreted using frequencies and percentages of obtained scores used for determining information about pupil teachers' attitude towards integrated courses recognised by NCTE Regulations 2014. Mean, Standard Deviation, Z-Scores and t-test were used for determining pupil teachers' attitude towards integrated courses recognised by NCTE Regulations 2014.

### DELIMITATIONS OF THE STUDY

1. The study was delimited to pupil teachers 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 of Teacher Education colleges/ institutes located at urban and rural area of NCR Delhi.

### ANALYSIS AND INTERPRETATION

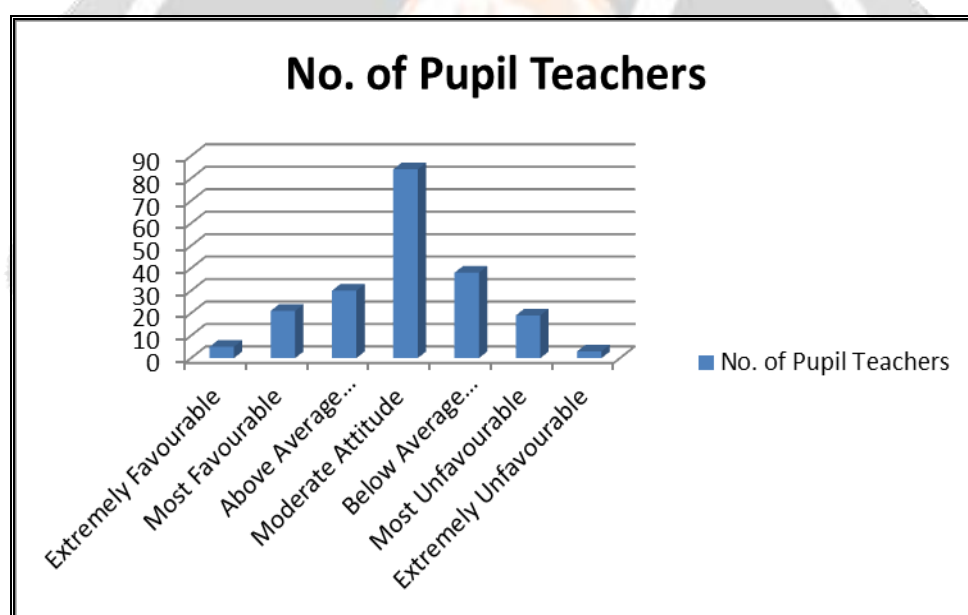
To study the attitude of Pupil teachers towards integrated courses recognised by NCTE Regulations 2014, raw scores obtained by administering the attitude inventory on pupil teachers were converted into standard scores and the number of pupil teachers was counted at various level of attitude towards integrated courses recognised by NCTE Regulations 2014.

### 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 towards integrated courses recognised by NCTE Regulations 2014.

<b>Table 1: Number of Pupil teachers Under Various Levels of Attitude Towards integrated courses recognised by NCTE Regulations 2014</b>				
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.



*Graph 1: Number of Pupil teachers 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.

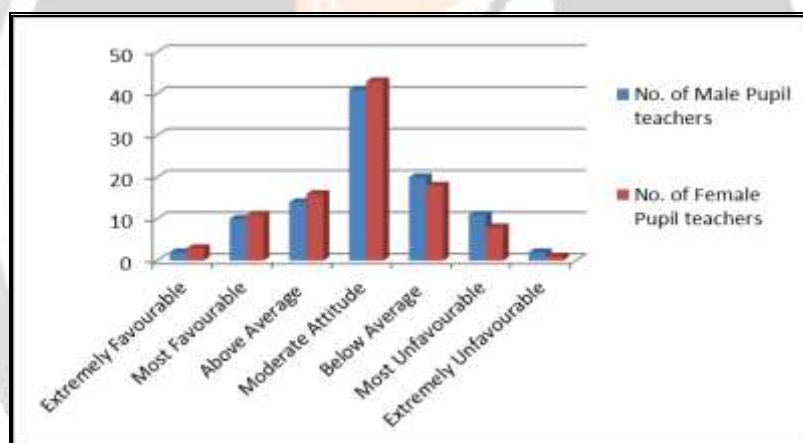
#### **Z – Scores Ranges of Attitude of Male and Female Pupil teachers:**

To study the attitude of male and female pupil teachers towards integrated courses recognised by NCTE Regulations 2014, the obtained raw scores were converted into standard scores and the number of male and female pupil teachers was counted at various level of attitude.

The table 4.2, given below shows the number of male and female pupil teachers under various levels of attitude towards integrated courses recognised by NCTE Regulations 2014.

S. N.	Range of Raw Scores	Range of z-scores	Level of Attitude	Male Pupil teachers	Female Pupil teachers
1	198 & above	+2.01 & above	Extremely Favourable	2	3
2	178-197	+1.26 to +2.00	Most Favourable	10	11
3	157-177	+0.51 to +1.25	Above Average	14	16
4	129-156	+0.50 to -0.50	Moderate Attitude	41	43
5	124-149	-0.51 to -1.25	Below Average	20	18
6	94-123	-1.26 to -2.00	Most Unfavourable	11	8
7	93 & below	-2.01 & below	Extremely Unfavourable	2	1
	<b>Total</b>			<b>100</b>	<b>100</b>

On analyzing the data of Level of Attitude of 100 male and 100 female pupil teachers towards integrated courses recognised by NCTE Regulations 2014, it was concluded that 2 male pupil teachers and 3 female pupil teachers were found at extremely favourable level of attitude towards integrated courses recognised by NCTE Regulations 2014. It has been shown in table 4.2 that 10 male and 11 female pupil teachers were found under most favourable level, 14 male and 16 female pupil teachers were found at above average favourable level, 41 male and 43 female pupil teachers were found at moderate level, 20 male and 18 female pupil teachers were found at below average unfavourable level, 11 male and 8 female pupil teachers were found under the most unfavourable level, 2 male pupil teachers and only 1 female pupil teachers were found at extremely unfavourable level of attitude towards integrated courses recognised by NCTE Regulations 2014.



**Graph 2: Number of Male and Female Pupil teachers of Under Various Levels of Attitude**

Graph 2 shows that majority of male and female pupil teachers were found under moderate level of attitude towards integrated courses recognised by NCTE Regulations 2014. The number of male and the female pupil teachers under the extremely unfavourable attitude is least. The pupil teachers must have favourable or positive attitude towards the new norms and standard towards the integrated courses under teacher education.

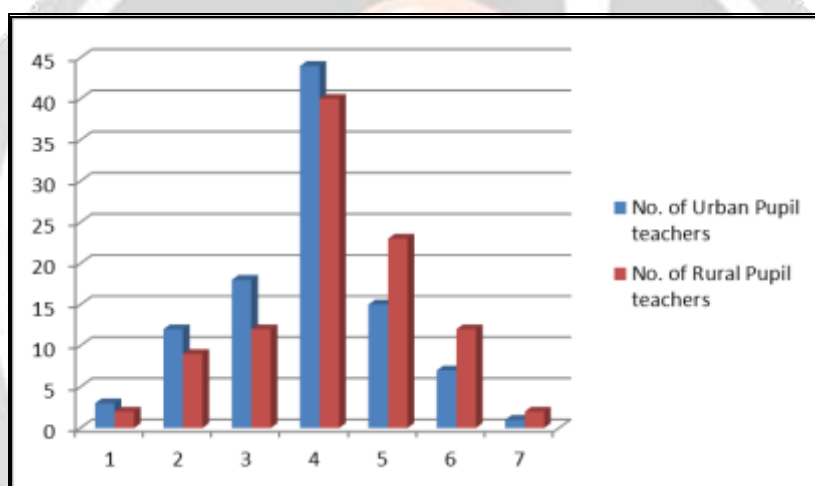
#### **Z – Scores Ranges of Attitude of Urban and Rural Pupil Teachers:**

The table 3, given below shows the number of pupil teachers of urban and rural Teacher Education colleges 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 Urban Pupil teachers	No. of Rural Pupil teachers
1	198 & above	+2.01 & above	Extremely Favourable	3	2

2	178-197	+1.26 to +2.00	Most Favourable	12	9
3	157-177	+0.51 to +1.25	Above Average	18	12
4	129-156	+0.50 to -0.50	Moderate Attitude	44	40
5	124-149	-0.51 to -1.25	Below Average	15	23
6	94-123	-1.26 to -2.00	Most Unfavourable	7	12
7	93 & below	-2.01 & below	Extremely Unfavourable	1	2
	<b>Total</b>			<b>100</b>	<b>100</b>

On analyzing the data of level of attitude of 100 urban pupil teachers and 100 rural pupil teachers towards integrated courses recognised by NCTE Regulations 2014, it was concluded that 3 Pupil teachers of urban colleges 2 pupil teachers of rural education colleges were found under at extremely favourable level of attitude towards integrated courses recognised by NCTE Regulations 2014. The table shows that 12 pupil teachers of urban colleges and 9 pupil teachers of rural colleges were found under most favourable level, 18 pupil teachers of urban colleges and 12 pupil teachers of rural colleges were at above average favourable level, 44 pupil teachers of urban colleges and 40 pupil teachers of rural colleges were at moderate level, 15 pupil teachers of urban colleges and 23 pupil teachers of rural colleges were at below average unfavourable level, 7 pupil teachers of urban colleges and 12 pupil teachers of rural colleges were at most unfavourable and only 1 pupil teacher of urban colleges and 2 pupil teachers of rural colleges were found at extremely unfavourable level of attitude towards integrated courses recognised by NCTE Regulations 2014.



**Graph 3: Number of Urban and Rural Pupil teachers of Under Various Levels of Attitude**

It is clear from the graph-3 that urban pupil teachers are more favourable towards the integrated courses in teacher education than the pupil teachers of rural teacher education colleges. Only a few pupil teachers were found at extremely unfavourable attitude, such pupil teachers should be motivated to change their attitude towards integrated courses recognised by NCTE Regulations 2014.

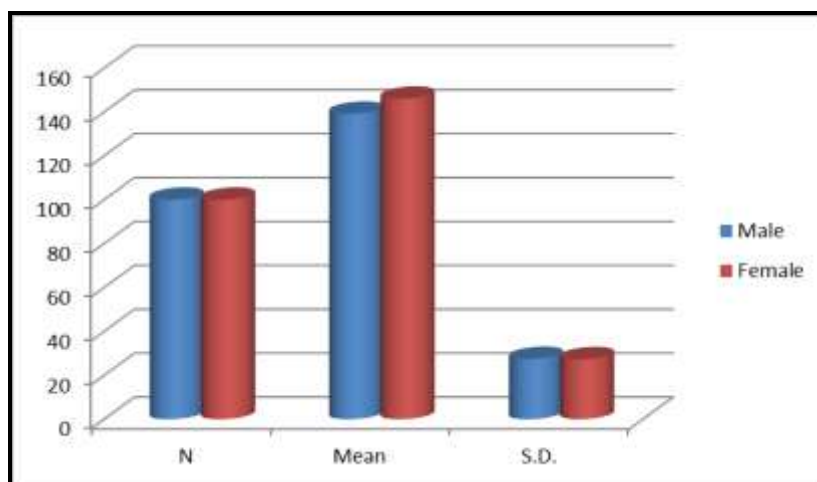
#### **COMPARISON BETWEEN MALE AND FEMALE PUPIL TEACHERS' ATTITUDE TOWARDS INTEGRATED COURSES**

Mean Comparison of attitude of pupil teachers towards integrated courses recognised by NCTE Regulations 2014 between male and female pupil teachers is given below.

S.N.	Group	N	Mean	S.D.	t-ratio	Level of Significance
1.	Male	100	139.14	27.42	1.78	Insignificant
2.	Female	100	146.01	27.28		

The mean score of 100 male pupil teachers' attitude towards integrated courses recognised by NCTE Regulations 2014 was calculated to be 139.14 with standard deviation 27.42 while the mean score of 100 female pupil teachers' attitude towards integrated courses recognised by NCTE Regulations 2014 was calculated to be 146.01 with standard deviation 27.28.

The calculated t-value between mean scores of male and female pupil teachers' attitude towards integrated courses recognised by NCTE Regulations 2014 was calculated to be 1.78 which is not significant at 0.05 & 0.01 levels of significance.



**Graph 4: Showing Comparison between Male and Female Pupil teachers' Attitude towards integrated courses recognised by NCTE Regulations 2014**

Graph 4 shows that mean score of attitude of male Pupil teachers were found to be greater than the mean score of attitude of female Pupil teachers. The male Pupil teachers were found to be more positive in their attitude towards integrated courses recognised by NCTE Regulations 2014 as compared to their female counterpart.

#### **COMPARISON OF ATTITUDE BETWEEN URBAN AND RURAL PUPIL TEACHERS TOWARDS INTEGRATED COURSES RECOGNISED BY NCTE REGULATIONS 2014**

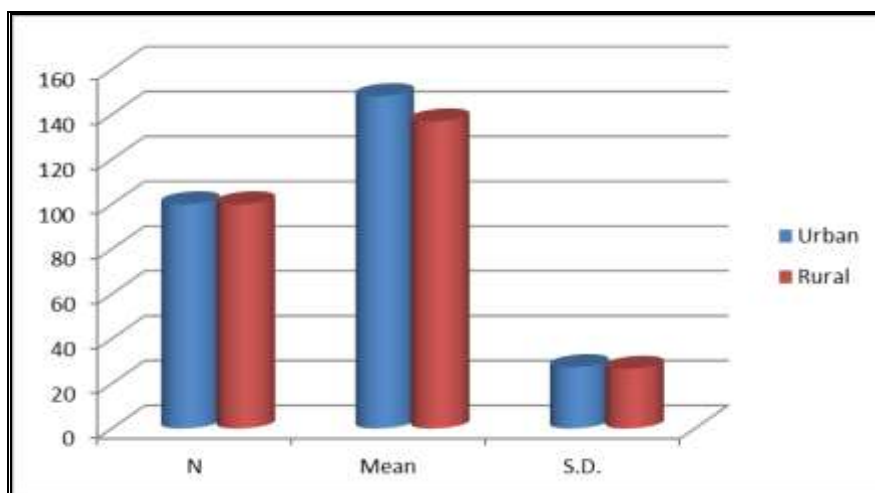
The table 5 shows relevant statistics i.e. mean, standard deviation (SD), and t- ratio of attitude scores of pupil teachers of urban and rural Teacher Education colleges;

Group	N	Mean	S.D.	t-value	Remarks
Urban	100	148.19	27.34	<b>2.94</b>	<b>Significant</b>
Rural	100	136.96	26.62		

Table-5 shows that the mean score of attitude of 100 pupil teachers of urban teacher education colleges was calculated to be 148.19 with standard deviation 27.34 while the mean scores of 100 pupil teachers of rural teacher education colleges was calculated to be 136.96 with standard deviation 26.62.

On analyzing the data, it is clear that two groups differ significantly on their attitude towards integrated courses recognised by NCTE Regulations 2014 as the calculated t- value is 2.94 is greater than the tabulated t -value (1.96) at 0.05 level of significance.





**Graph-5: Showing Mean Comparison between Urban and Rural Pupil teachers Attitude towards integrated courses**

Graph 5 shows that the mean score of attitude of pupil teachers of urban teacher education colleges towards integrated courses recognised by NCTE Regulations 2014 of were found to be greater than the mean score of pupil teachers of rural Teacher Education colleges.

It is clear from analysis of data that the pupil teachers of urban teacher education colleges were found to be more favourable in their attitude towards integrated courses recognised by NCTE Regulations 2014 than the pupil teachers of Teacher Education colleges of rural area. Both the groups have shown favourable attitude towards integrated courses recognised by NCTE Regulations 2014.

## DISCUSSION

The calculated t- value between the male and the female pupil teachers with respect to their attitude towards integrated courses recognised by NCTE Regulations 2014 is not significant at 0.05 level of significance. It is clear that two groups do not differ significantly on their attitude towards integrated courses recognised by NCTE Regulations 2014. A slight difference was found between the mean scores of attitude of the male and the female pupil teachers towards integrated courses recognised by NCTE Regulations 2014. Female pupil teachers were found to be more favourable than their counterpart the male teachers towards integrated courses recognised by NCTE Regulations 2014.

A difference was found between the mean scores of urban and the rural pupil teachers' attitude towards integrated courses recognised by NCTE Regulations 2014 which is statistically significant. The pupil teachers of Teacher Education colleges of urban areas were found to be more favourable towards NCTE Regulations 2014 in comparison to the pupil teachers of rural teacher education colleges. So, it can be concluded that there exist a significant difference between attitude pupil teachers of urban and rural teacher education colleges.

If all the facilities are good, automatically the attitude of pupil teachers towards integrated courses recognised by NCTE Regulations 2014 will be favourable. As per NCTE Regulations 2014 those whom are involved in this profession must follow the value system with sanctity and devotion.

## 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.
- Majority of male and female pupil teachers were found under moderate level of attitude towards integrated courses recognised by NCTE Regulations 2014.
- Majority of pupil teachers of urban and rural teacher education colleges were found under moderate level of attitude towards integrated courses recognised by NCTE Regulations 2014.
- Only a few of urban pupil teachers were found at extremely unfavourable attitude, such pupil teachers should be motivated to change their attitude towards integrated courses recognised by NCTE

Regulations 2014.

- No significant difference was found between mean scores of male and female pupil teachers' attitude towards integrated courses recognised by NCTE Regulations 2014.
- Female pupil teachers were found to be more positive in their attitude towards integrated courses recognised by NCTE Regulations 2014 as compared to their male counterpart.
- The pupil teachers of urban teacher education colleges were found to be more favourable in their attitude towards integrated courses recognised by NCTE Regulations 2014 in comparison to the pupil teachers of Teacher Education colleges of rural area.
- There exists a significant difference of attitude towards integrated courses recognised by NCTE Regulations 2014 between the urban and the rural pupil teachers.
- The mean score of attitude of pupil teachers of urban teacher education colleges towards integrated courses recognised by NCTE Regulations 2014 of was found to be greater than the mean score of pupil teachers of rural Teacher Education colleges.

## CONCLUSION

Majority of pupil teachers were found under moderate level of attitude towards integrated courses recognised by NCTE Regulations 2014. Only a few pupil teachers were found at extremely unfavourable attitude, such pupil teachers should be motivated to change their attitude towards integrated courses recognised by NCTE Regulations 2014. Female pupil teachers were found to be more positive in their attitude towards integrated courses recognised by NCTE Regulations 2014 as compared to their male counterpart. The pupil teachers of urban teacher education colleges were found to be more favourable in their attitude towards integrated courses recognised by NCTE Regulations 2014 in comparison to the pupil teachers of Teacher Education colleges of rural area. There exists a significant difference of attitude towards integrated courses recognised by NCTE Regulations 2014 between the urban and the rural pupil teachers. The NCTE Regulations 2014 is a mandate today and integrated courses recognized by it are the need of the hour. 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.

## EDUCATIONAL IMPLICATIONS

Since the present study is conducted on Pupil Teachers' 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 need to develop awareness about NCTE Regulations 2014 among pupil teachers 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 and facilities 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.
- Pupil teachers, 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.
- 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 integrated courses recognized by the NCTE Regulation 2014 must be enhanced.

## SUGGESTIONS FOR FURTHER STUDIES

- The study may be undertaken on a large sample group and conducted at 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 pupil teachers, teacher educators and teachers and stake holders of various institutions towards integrated courses recognized by the NCTE Regulations 2014 may be conducted.

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