CHAPTER I

INTRODUCTION

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INTRODUCTION

1.1 Background of the Study

Pitroda (2006) (Chairman, National Knowledge Commission, NKC) remarked “It is important for us to recognize that there is a quiet crisis in higher education in India which runs deep. And the time has come to address this crisis in a systematic, forthright manner… There is today a need for a transition to a course credit system where degrees are granted on the basis of completing a requisite number of credits from different courses, which provides learners with choices”.

Education is a vehicle of progress or development, more specifically economic development, to which all other spheres of life have been linked. Education includes the whole gamut of educational activities like teaching, learning and research.

Education is the noblest of all human activities, which include creation and dissemination of knowledge. It is the knowledge created by different people at different times that has decided mode and speed of development. When the wandering man thought of covering more distances he created the knowledge of making wheel made of wood. Thus education has been the vehicle of progress. Education is a goal oriented process which continues throughout human life. In this connection Mahatma Gandhi said “Education is the preparation for complete living, adjustment to environment, perfection of one’s nature, character building and harmonious development of personality.” It has an implication that education has the responsibility to develop the qualities of hand, heart and head as well as training in 3 R’s i.e. reading, writing and arithmetic.

The knowledge created in each age of development of man has shaped the progress and development of that age. This is true of pre-modern, modern and post
modern era. The simple and rude technology of pre-modern era gave man a simple way of life. The complex modernity and its technology determined the life of modern man and cyber developments took life to a peculiar post-modern experience. The world is indebted to those who create and apply knowledge for the betterment of life on earth.

1.1.1 Role of Teacher

NPE (1986) remarked that no people can rise above the level of its teachers. Those who disseminate knowledge have active role in education. The knowledge has to be disseminated to the students. They are the light of future. Both formal and informal methods to disseminate knowledge are important. Gurus who put insights into the minds of the taught, lead them to wisdom.

The teachers are the most important people in a society. West have advanced so much due to their high quality of the educational system. Competence and professionalism are essential. The ways for sustainable development is a main concern in the academic world. Even for the development of sustainable ways of life, the role of teacher is important. A good teacher provides the best result out of a worst system (Parvez, 2010).

Only teachers with high quality can contribute much for moulding the future scientists and researchers. Only those who update with the latest in their disciplines can assure their target groups quality education. The teacher is the principal agency for implementing educational programmes at various levels. Teacher’s influence is everlasting. He shapes the destiny of future citizens. The teacher brings about the transformation of the intellectual tradition from one generation to the next. Again they are to be equipped with the required technology for excellence in academic pursuits.
He maintains the level of technological skills and keeps the light of civilization burning light. Commitment, hard work, co-operation and updating are some of the methods for achieving quality. He is expected to help in the silent social revolution that is taking place in the country. He should be abreast to the development in the country and the world. Different teachers possess different personalities.

1.1.2 Teacher in the Emerging Society

One of the major problem that higher education faces is declining of quality in education. Teachers are responsible for such a criticism to some extent.

The significance of teachers is highlighted by The NCTE (2009) in the National curriculum Framework for Teacher Education as:

‘Enlightened, emancipated and empowered teachers lead committees and nations in their march towards better and higher quality of life. They reveal and elaborate the secrets of attaining higher values in life and nurture empathy for the fellow beings. Teachers are the torch bearers in creating social cohesion, national integration and a learning society. They do not only disseminate knowledge but also create and generate new knowledge. They are responsible for acculturating role of education. No nation can even marginally slacken its efforts in giving necessary professional inputs to its teachers and along with that due status to their stature and profession.’

Teacher plays crucial role while imparting education. Competent teachers have the powerful force to mould the society according to changing demands. India has spent considerable amount of money for better teaching technique and evaluation of students.
The teacher is an ideal model for the students. The teacher is the living ideal, the foundation head of knowledge and potential guide to provide directive for the growth and development of students of today as worthy citizens of tomorrow. The quality, competence, personality factors and attitude of teachers are undoubtedly most significant. He imbibes, interprets and disseminates the culture and traditions of the past. The teacher’s personal qualities, his educational qualifications, socio-personal adjustment and methods of classroom management, communicating skills, and psychological principles are important factors in educational reconstruction. But as long as the promotion is not on the basis of performance the expectations on the quality of teacher cannot be materialized.

Elton (1987) states some important characteristics of a teacher. They are; well-organized, well-prepared, interested in the subject, flexible and creative, helpful, effective and systematic as well as enthusiastic.

The relationship (Nanda & Mishra, 2012) between a college teacher and students is guidance –oriented rather than teaching-oriented. College education aims at not only academic excellence, but also individual development.

Now-a-days most of the teachers are (Karuppayil S.M, 2008) on contract basis or clock-hour basis, except in state universities and central universities. For the government it is very convenient. The reason is that most of the budget is spend on salaries. Another reason quoted is USA also follows the same policy. But they are never underpaid or financially exploited. Once they pass the scrutiny they are appointed as permanent. But in India, most of the teachers are on contract basis and beginners. They are not much attached to the institutions. They are frustrated and less motivated due to the exploitation. Senior teachers are retiring. Beautiful landscapes,
state of labs, virtual classrooms with libraries are of no use without permanent teachers who are interested in teaching profession. So in the current system students are deprived of good teachers who were good counselors and mentors.

Communication skill should be an ingredient quality of a teacher. The inborn and acquired skills enable him to communicate well to the target group. A teacher with abundance of knowledge will be an utter failure in the class unless he is able to communicate well.

Continuous Professional Development (CPD) is also a vital (Rasheed, 2013) part of a quality of a teacher. Because the world that teachers are preparing young people to enter is changing so rapidly, and because the teaching skills required evolving likewise, no initial course of teacher education can be sufficient to prepare a teacher for a career of 10 or 20 years. Continuous Professional Development (CPD) is the process by which teachers reflect upon their competencies, maintain them up to date, and develops them further. The extent to which education authorities support this process varies, as does the effectiveness of different approaches. A growing research base suggests that to be most effective, CPD activities should be spread over time; be collaborative; be delivered to groups of teachers; periods of practice, coaching and follow up should be enough; encourage experimentation and respond to teachers’ needs.

Much effort has been made to investigate better teaching techniques. Curricula may be altered according to the changing needs of society. The quality of teachers is conditioned by his psychological and sociological environments. So many factors affect the quality of a teacher. Professional freedom, recognition, economic security, socio-personal adjustment, work anxiety, stress, job satisfaction are some of the
factors that affect a teacher’s personality. The teacher has to meet the challenges in the desired manner. A well-adjusted teacher works with dedication. If the environment encourages and makes his mind free, his sense of responsibility will increase. Teaching efficiency is closely related to teacher’s attitude, and adjustment. Academic scholarship and economic security which in turn, affects their Professional adjustment, the teacher needs better professional adjustment along with adjustment in his professional life. Teacher’s attitude towards teaching profession is very important since it determines the strength of the college. A person’s behaviour depends upon one’s attitude towards things, ideas and objects in his environment (Mangal, 2009).

1.1.3 Choice Based Credit and Semester System

Earlier on, the Chairman, University Grants Commission (2008) had addressed a detailed letter to the heads of state, central and deemed universities and institutions of higher learning in the country, drawing their attention to the pressing need for academic and administrative reforms. A committee was set up and they recommended for an academic and administrative reform. One such examination cum academic reform in the existing higher education system is Choice Based Credit System.

In India, (University of Mysore- CBCS) Pondicherry University was the first to introduce CBCSS in India. Gnanam, the Vice-Chancellor of Pondicherry, implemented CBCSS there in 1992-93.

1.1.4 Internationalization of Higher Education

CBCSS is not a new academic system. So many foreign universities have designed their courses on CBCSS pattern and are practicing it for more than four decades. Globalization has its impact on academic institutions. Higher education
institutions have been both the agent and objects of globalization. The pace of internationalization of Indian higher education is slow to a large extent, due to inflexibility in the academic structures and practices of most institutions: and persistence in them outdated practices relating to the method of conduction of examination and the academic work undertaken. An essential requirement for all institutions that desire to internationalize their education, would therefore, adopt practices that are in consonance with those prevailing in the developed countries. In view of the dominance of USA in higher education and research the American pattern would serve as a model as it is highly accommodative, flexible and adaptive. There is a need for all higher education institutions to introduce CBCS that is in consonance with international practice so that grant of equivalence could be facilitated not only across higher education institutions among India but also internationally. It will increase the credibility and acceptability of our higher education institutions.

The credit system, in most of the Universities of North America and Europe, is a vital tool in bringing the transformation in education system of India. The European Credit Transfer System (ECTS), the ‘National Qualifications Framework’ in Australia, The Pan-Canadian Protocol on the transferability of University Credits, the Credit Accumulations and Transfer Systems (CATS) in the UK are some other examples. In US and Japan also the credit system exists.

In this system in North America, the printout containing the names of courses—core, optional and extra departmental- offered in the university, are provided to students immediately after enrolment. The value of each course is listed in units of credits and how many units are required for securing the respective
degree is also stated. Most undergraduate programmes at American universities require 120 credits. The students can take any number of courses to earn extra credits and similarly it is up to them to decide whether they should finish their six trimester programme in five trimesters or four semester programme in 3 semesters.

There is no external evaluation scheme, since the course teacher herself does the evaluation (100% internal). Teachers have a great deal of freedom to design their courses and students get total freedom to choose courses for their degree programme.

Updating and revision of the curricula is to be carried out in terms of current knowledge, national and international developments, and relevance of new ideas, concepts and knowledge to the concerned discipline. As a part of academic reforms, institutions of higher education need to pay serious attention to the procedure for merit based admission. The candidate’s answer sheet needs to be assigned confidential quotes before being sent for evaluation. Following admission, universities and college authorities would initiate measures, depending upon the need pattern of newly admitted SC, ST, OBC, and minority student, to organize remedial or bridge courses in language, communication and subject competency. The assessment of student performance should be carried out through a combination of internal and external evaluation. The undergraduate and postgraduate curriculums are offered in the semester pattern.

1.2 Need and Significance of the Study

Indian higher education is second largest in the world. There are 297 state universities, 43 Central universities, 100 Private Universities and 65 Deemed universities. They are the backbone of our education system. In addition there are national institutes like NISER, ISER, ICAR, CSIR and DBT funded institutions.
They are posing a challenge to the state universities. The role of state universities is questioned over a period of time and they are looked down taking into account the infrastructure, finance and student population.

Indian universities have become so conservative that they do not change. Expansion is a good change but it is not coupled with the diversity of institutions. The universities which were earlier considered as cradles of innovation and entrepreneurship have become centre for producing unemployed graduates. Right from the Kothari Commission Report (1966) to the Yashpal Committee Report (1993), various recommendations has been made in higher education.


In the 11th Five Year Plan, UGC (March, 2009) also recommended measures to reform higher education in India. UGC reiterated that universities are autonomous institutions and they can adopt practices to promote quality and excellence in education. To internationalize, education institutions have to adopt practices that are in consonance with those prevailing in the developed countries. Keeping in view the challenges of the time and to avoid the inflexibility of academic structures, UGC (2009) stressed the following recommendations- Semester System, Choice Based Credit System, Curriculum Development, Examination Reform and Administrative Reform.
CBCSS is a powerful system which will enable the students to have the knowledge of the interdisciplinary subjects, who will think differently, understand subjects and make progress in this liberalized era. The CBCSS provides flexibility to the students in the selections of the subject of study and permit student to move from one institution to another of their choice anywhere in the globe and the expertise is unevenly distributed among the universities and the students must be given the choice to move freely between the universities to take up the choice based credits, provided they are selected by those institutions. It is the mother of student-centric educational reforms. A student is provided with academically rich, highly flexible learning system blended with abundant provision of skill practice and activity orientation that enable him to learn in-depth without sacrificing his credibility.

In the teaching-learning process examinations are very important. Usually the yardstick to measure a person is the marks he gets in the examination. This was deep-rooted in the colonial period. Higher education was provided only to elites in that period. They were educated for administrative work. So the realistic evaluation of students could be done by a teacher very easily. But gradually higher education became egalitarian. To evaluate students, a new approach of evaluation was required. Some form of examination reforms was initiated in 1960’s and by early 1970’s. Reforms like semester system, continuous assessment, and internal assessment along with end term examination were implemented in professional institutions. The examination system which was the legacy of colonial empire was outdated. But comprehension, ability for analysis and synthesis and application aspect of the students were not assessed. The conventional universities conduct their exams annually and evaluation of their performance is outdated. It does not encourage their
skills. It means less than 10% of our graduates are employable. In this era of globalization they cannot compete with the citizens of other countries.

So UGC, AICTE, Medical Council of India, NCERT etc. recommended changes. It is essential to respond to the newer demands of a knowledge society and economy and to face the challenges of globalization. So radical changes and reforms in higher education have to be implemented. Our scholars, educators, innovators and policy makers, have discussed, suggested and recommended new ways of education

The traditional degree courses are reminiscent of the traditional sadya. Irrespective of the need and taste, the same food is served to all. There are no choices. It has its advantages and disadvantages. But for those who want to meet their needs, it is good. The new choice based system is like a buffet system (Times of India, Jan. 14, 2015). Students choose the ‘papers’ of their choice, within certain broad restrictions.

National Knowledge Commission envisaged universities to ensure frequent curricula revisions, introduction of course credit system, enhancing reliance on internal assessment, encouraging research, and reforming governance of institutions. The study would be beneficial in the present context, since CBCSS has been implemented in almost all the states in India on the recommendations of 11th Five Year Plan and the National Knowledge Commission (NKC).

But to implement the CBCSS, institutions of higher education need to review curricular contents and other programmes in the same manner. Innumerable approaches to learning resources, such as, e-contents through open source, learning modules, sharing of credits, intra-faculties and inter-faculties, intra-university and
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inter-university, ICT enabled classes – all these are essential. So CBCS poses many challenges:

- Uniform curriculum without losing the autonomy of higher educational institutions and uniformity in academic calendar of the universities.
- Systematic reforms in examination system should be there in terms of pattern, modes, duration and conduct.
- Attitudinal changes among the faculties.
- High amount of funding.
- Difficulty in working in and working out the modalities of implementing CBCSS.
- Resources available in the IITs, IIMs, NITs, IISER, and central universities are shared by other universities run by the state and colleges affiliated to it.

The Choice Based Credit and Semester System (CBCSS) enables the students to obtain a degree by achieving required number of credits prescribed for that degree. The number of credits earned by the student indicates the knowledge of the student. Each course is assigned with a fixed number of credits. The student can choose courses offered by various departments. The grade points reflects the student’s proficiency in the course. The CBCSS enables the students to earn credits across departments and provides flexibility in duration to complete a Program of study. The CBCSS facilitates transfer of credits earned in different Departments/Centers of other recognized / accredited universities or institutions of higher education in India and abroad student representatives takes part to design the curriculum of Study.

The CBCSS offers wide ranging choice for students to opt for courses based on their aptitude and their career goals. There will be provisions for core-credits and elective or optional credits for different levels of academic programmes. Core-credits
would be unique to the programme, earning them would be essential for the completion of the programme. Elective credits are likely to overlap with other programmes or disciplines of study. As for the examination system the traditional format has several limitations. On the other hand, ability the semester system encourages and supports faster learning opportunities. Further, it has the ability to accommodate diverse choices that students may like to have. “It is time that the semester system is made mandatory for all the institutions of higher education in India, and all the universities are asked to switch over to the semester system” (UGC Chairman). He further added that “Curricular revision should be an ongoing academic activity involving all the faculty members. All academic programmes should be updated revised or a limited to extent every academic year and substantially every three years for all the courses.

UGC made CBCSS mandatory for the public universities at the undergraduate and post-graduate level from the academic year 2015-2016. In India so many universities have introduced CBCSS and some universities are practicing the annual system of examination. All the major higher education institutions across the world are implementing a system of credits in these days. The European Credit Transfer System (ECTS) in Europe’s universities, the ‘National Qualifications Framework’ in Australia and the Credit Accumulation and Transfer System (CATS) in UK. In US and Japan also credit system is implemented. As per the direction of UGC, India too adopted CBCSS as an instructional package which will facilitate revolution in higher education. To keep peace with the developments in higher education, India has adopted CBCSS.

Even though CBCSS has been implemented in all the universities of Kerala the rules and regulations are different in each University. In Mahatma Gandhi
University from 2009-10 direct grading was implemented. But from 2013 onwards indirect grading has been adopted. Calicut University also followed CBCSS in 2009 in the undergraduate courses. University of Kerala also implemented it in the same time year. The University Grants Commission (UGC), India’s statutory body for higher education, stressed for academic and administrative reforms in higher education. UGC stressed on the need to adopt Semester System, Choice Based Credit System (CBCS), and Flexibility in Curriculum Development and Examination Reforms. Continuous Evaluation Pattern reduces the weightage on the semester-end examination. Learning environment will become pleasant for the pupils. Radical changes in the curriculum, teaching and evaluation will lead to a world of citizens with knowledge and talent.

In this context, a venture to study the CBCSS assumes major significance since the system has to be operationalized efficiently by the teachers. The system provides enhanced learning opportunities according to the needs and aspirations of the students and thereby increases the work load of the teachers. Teacher is the key of any educational reconstruction. So the Investigator tried sincerely to conduct this study to know the Attitude of Training College Teachers towards this silent new revolution that is taking place in the educational field and pinpoint the problems they face and highlight the need for integrated effort from institutions and individuals to pursue systematic research in this area.
1.3 Statement of the Problem

CBCSS is a new system introduced in our universities as per the recommendations of UGC. The major aim of the present study is to trace out the Attitude of Training College Teachers towards CBCSS it also aims to assess the Classroom Management, Work Anxiety and Socio-personal Adjustment of the Training College Teachers in relation to their Attitude towards CBCSS. Hence the study is entitled as “ATTITUDE OF COLLEGE TEACHERS TOWARDS CBCSS IN RELATION TO THEIR CLASSROOM MANAGEMENT, WORK ANXIETY AND SOCIO-PERSONAL ADJUSTMENT”.

1.4 Definition of Key Terms

Attitude

Attitude is defined as an emotional tendency organized through experiences so as to react negatively or positively towards a psychological object. (Remmers, 1960).

Operational Definition: Here in this study, Attitude means the Teacher’s negative or positive dispositions towards CBCSS.

College Teachers

By College Teachers in this study, the Investigator means the Training College Teachers at secondary level.

Choice Based Credit and Semester System

CBCSS is a comprehensive package of curriculum management with flexibility in designing curriculum and assigning credits based on the course content and hours of teaching (UGC Guidelines, 2015). (See Appendix V) It is an
Instructional package with certain key aspects like curricular flexibility, learner’s mobility, credit accumulation and semester system.

**Classroom Management**

Classroom Management is defined as the ability of teachers and students to agree upon and carry forward a common framework for social and academic interaction, by creating an ethos of effort within a social fabric that is built over time and ultimately leads to students’ discipline. (Doyle, 1986; Rogers & Freiberg, 1994; Freiberg, 1999; Emmer & Stough, 2001).

Classroom Management is concerned with the ways in which students and teachers are able to connect, learn and negotiate. Classroom Management sets the tone for how learning can and will occur in classrooms, for whom, for what purpose and why (Milner, 2006).

**Operational Definition:** Here Classroom Management means being successful in handling the Classroom situations.

**Work Anxiety**

Work Anxiety means having an anxiety disorder that has an impact in the workplace. It encompasses problems like setting deadlines, maintaining relationships, managing staff and participating in meetings (Wikipedia).

**Operational definition:** Here by Work Anxiety, Investigator means concern about future difficulties that has an impact in the workplace.

**Socio – Personal Adjustment:**

**Social Adjustment** is the ability to engage with peers and adults in a friendly and co-operative manner.
**Personal Adjustment** is the maintenance of emotional equilibrium even though stress is experienced internally and externally.

**Socio-Personal Adjustment** encompasses coping of behaviour in stressful situations and showing social skills.

**Operational Definition:** Here Socio-Personal Adjustment is the ability of an individual to harmonise with the stressful situations and to deal with peers and adults in a friendly and co-operative manner.

1.5 **Objectives of the Study**

1. To find out the Overall and dimension-wise Attitude of Training College Teachers towards CBCSS
2. To find out the extent of Classroom Management of Training College Teachers in CBCSS
3. To find out the extent of Work Anxiety of Training College Teachers in CBCSS
4. To find out the extent of Total and Component-wise Socio-Personal Adjustment of Training College Teachers in CBCSS.
5. To compare the Overall and dimension-wise Attitude of Training College Teachers towards CBCSS based on Gender, University, Locale, Management, Age, Experience and Qualification
6. To find out the relationship between Overall and dimension-wise Attitude of Training College Teachers towards CBCSS and their Classroom Management
7. To compare the relationship between Overall Attitude of Training College Teachers towards CBCSS and their Classroom Management based on
Gender, University, Locale, Management, Age, Experience and Qualification

8 To find out the relationship between Overall and dimension-wise Attitude of Training College Teachers towards CBCSS and their Work Anxiety.

9 To compare the relationship between Overall Attitude of Training College Teachers towards CBCSS and their Work Anxiety based on Gender, University, Locale, Management, Age, Experience and Qualification.

10 To find out the relationship between Overall and dimension-wise Attitude of Training College Teachers towards CBCSS and their total Socio-Personal Adjustment.

11 To compare the relationship between Overall Attitude of Training College Teachers towards CBCSS and their total Socio-Personal Adjustment based on Gender, University, Locale, Management, Age, Experience and Qualification.

1.6 Hypotheses of the Study

Keeping in view the objectives of the study following hypotheses were formulated.

1. Overall and dimension-wise Attitude of Training College Teachers towards CBCSS is favourable.

2. Training College Teachers have high level of Classroom Management in CBCSS.

3. Training College Teachers have low Work Anxiety in CBCSS.

4. Training College Teachers have average level of total and component-wise Socio-Personal Adjustment in CBCSS.
5. There is significant difference in the Overall and dimension-wise Attitude of Training College Teachers towards CBCSS based on Gender, University, Locale, Management, Age, Experience, and Qualification.

6. There is significant relationship between Overall and dimension-wise Attitude of Training College Teachers towards CBCSS and their Classroom Management.

7. There is significant difference in the relationship between Overall Attitude of Training College Teachers towards CBCSS and their Classroom Management based on Gender, University, Locale, Management, Age, Experience and Qualification.

8. There is significant relationship between Overall and dimension-wise Attitude of Training College Teachers towards CBCSS and their Work Anxiety.

9. There is significant difference in the relationship between Overall Attitude of Training College Teachers towards CBCSS and their Work Anxiety based on Gender, University, Locale, Management, Age, Experience and Qualification.

10. There is significant relationship between Overall and dimension-wise Attitude of Training College Teachers towards CBCSS and their total Socio-Personal Adjustment.

11. There is significant difference in the relationship between Overall Attitude of Training College Teachers towards CBCSS and their total Socio-Personal Adjustment based on Gender, University, Locale, Management, Age, Experience and Qualification.
1.7 Methodology in Brief

The present investigation is meant to assess the Attitude of Training College Teachers towards CBCSS in relation to their Classroom Management, Work Anxiety and Socio-Personal Adjustment. Normative survey method was adopted for the purpose of study. The sample consisted of 300 Training College Teachers of Mahatma Gandhi University and University of Kerala. The sample was selected using stratified random sampling technique so as to get due representation for the different categories. To collect data required for the study, tools and techniques such as Attitude scale, Socio-Personal Adjustment scale, Work Anxiety scale and Classroom Management inventory were prepared and standardized by the Investigator. Likert type of Attitude scale was prepared to quantify their attitude towards CBCSS. Pilot study was conducted using preliminary draft of the tool. Then final form was prepared after eliminating vague questions. The tool was administered by the investigator herself by personally visiting the selected colleges.

The analysis of the data was carried out employing appropriate statistical techniques. Descriptive statistics such as mean, median, mode, standard deviation, skewness and kurtosis were used wherever necessary to describe the distribution of responses and scores. Inferential statistics such as ‘t’ test (critical ratio), one way ANOVA and post-hoc comparison were employed appropriately to test different statistical hypotheses.

1.8 Scope of the Study

The study is specially directed towards the Attitude of Training College Teachers towards CBCSS and its various dimensions such as Curricular Activities, Co-curricular Activities, Examination System, Teacher-Student Relationship,
Professional Anxiety and Implementation of CBCSS. Classroom Management, Work Anxiety and Socio-Personal Adjustment of the teachers in the new system were also taken into consideration for the conduct of the present study. As CBCSS has drastically changed the education scenario, the study will enable the College Teachers, especially the Training College Teachers to know their general attitude towards this new system called CBCSS. The findings will be helpful to the curriculum planners of Teacher Education for the modification and improvement of the curriculum.

Since the study has taken into consideration the different dimensions of CBCSS, such as Curricular Activity, Co-curricular Activity, Examination System, Teacher-Student Relationship, Professional Anxiety and Implementation of CBCSS, it will highlight the merits and demerits of the system. So administrators can adopt necessary changes or modifications to reduce the anomalies of the novel system. It also helps the authorities to make necessary reforms in the educational system and make policies. It throws light to the problems encountered while implementing an international system like CBCSS.

Since teachers are the torch-bearers of educational system, an analysis of the curriculum can be done, for the better transaction of the curriculum. This study will highlight the difficulties faced by them which will affect the whole educational practice.

1.9 Delimitations of the Study

Despite the efforts made by the Investigator in making the study successful, minor limitations might have crept into the study. But every attempt has been done to
make the study precise and objective. Due to certain constraints of the resources, the study had to be limited in the following areas:

1) The present study is limited to Teacher Education Programme only. So the Training Colleges at secondary school level only are coming under the purview of the study.

2) The Investigator selected only Training College Teachers for the present study since there are wide disparities between the curriculum of Arts and Science Colleges and Training Colleges. The other College Teachers do not come under the purview of the study.

3) The sample for the study was taken from the Training Colleges of two Universities in Kerala-Mahatma Gandhi University and University of Kerala only since the CBCSS was not implemented in the Training Colleges of other Universities.

4) The sample of only 300 Training College Teachers were selected for the study due to the time constraints.

5) Due to practical difficulties, the Investigator decided to select samples from Training Colleges of five districts only.

6) The study was intended to throw light into the Classroom Management Techniques, Work Anxiety and Socio-personal Adjustment of the Training College Teachers and does not cover the other variables.

1.10 Organisation of the Report

The report has been divided into six chapters.

Chapter-I presents a brief discussion of the background of the study, need and significance of the study, statement of the problem, definition of key terms,
objectives of the study, hypotheses, a brief description of methodology, scope and delimitations of the study.

Chapter-II presents an overview of Choice Based Credit and Semester System with special emphasis to Kerala state.

In Chapter - III a brief survey of related literature pertaining to the area of study has been attempted.

Chapter - IV contains the methodology in detail, including a description of the method adopted, sample for the study, tools and techniques used for collection of data, preparation and description of various tools and the procedure adopted for the collection of data.

In Chapter-V the analysis of data is given in detail followed by interpretation and discussion.

Chapter-VI contains the summary of the study together with conclusions arrived at, suggestions for improvement and educational implications.

Bibliography is presented after the sixth chapter which is followed by appendices.